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ABSTRACT

Designed to provide ideas for developing and implementing a reading skills center for secondary schools, this document focuses on the needs of students who can be helped in the typical school setting and presents suggestions for helping students who have profound reading or language deficits. The contents outline in detail the many facets involved in establishing a skills center, including the goals and objectives, components of a good reading program, materials and instructional equipment (with extensive lists of texts), standardized reading tests, periodicals, an estimated cost analysis, and a variety of aids for the teacher (such as a goal setting questionnaire, list of teachers' basic books, sources of paperback books, and preparation and use of an informal reading inventory). (JM)

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SO YOU WANT TO START

A

READING SKILLS CENTER

FOR

SECONDARY STUDENTS

August, 1975

Dr. Frank B. Brouillet, State Superintendent
of Public Instruction, Olympia, Washington

CS 002 287

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PURPOSE OF THIS PUBLICATION

This guideline has been written for district administrators, principals, secondary teachers, and reading specialists because of repeated requests for assistance in establishing Secondary Reading Skills Centers (SRSC). These requests seem to be made because of the deep concerns regarding secondary students' achievement and attitudes about school and particularly reading. They represent a direct response to community expectations insuring that highest priorities be placed on the students' achievement of proficiency in the basic skills for learning. This document is designed to provide ideas for developing and implementing a reading skills center for a secondary school. The ideas focus on the needs of students who can be helped in the typical school setting and provide some suggestions concerning help with young people who have profound reading and/or language deficits.

Robert Groeschell
Director
Program Development

FOREWORD

The suggestions that we have made in this publication are meant to be only a planning guide and it is the sincere hope of the writers that it will serve as a springboard to release creative and effective planning rather than providing a model to follow too closely.

We have included some of the basic ingredients and hope that you will take it from there!

The Authors

Why

IS AN SRSC IMPORTANT?

Success leads to a positive attitude
towards Reading

and helps to produce a Lifelong Reader

WHY IS AN SRSC IMPORTANT

The research supports two key areas of need. First, typically secondary teachers of content subjects usually receive little or no technical preparation for teaching the reading skills necessary for student success in their content. Second, these same teachers must cope with a wide range of student achievement in reading skills, study habits, and previous concept development in the classes which they teach. These two factors mitigate against developing and maintaining high levels of interest in a given subject area. They represent major stumbling blocks to motivating and fostering high levels of student achievement and interest.

In most secondary schools, an area of great concern is the number of students who have a poor command of the basic skills of reading, written composition, spelling, penmanship, mathematics (basic arithmetic and consumer mathematics), speaking, and listening. Therefore, improvement of these basic reading and writing skills and the development of effective study habits and skills are a high priority need in many secondary schools.

Another factor which affects the decision of whether or not to establish a Secondary Reading Skills Center (SRSC) is the importance of meeting a set of human needs for disadvantaged, disabled readers within the high school setting. Central among these needs is acceptance and understanding of the individual student: a prerequisite to all learning. Another factor sometimes overlooked in our attempts to personalize or individualize instruction is the necessity for a structured, disciplined environment. An environment which insists on good deportment and stresses attendance to purposeful learning is an absolute essential for disabled readers and other underachieving students. The point is that independence in learning is dependent on basic skills, motivation, adequate study skill habits, and an inner-discipline which results in a sustained effort.

Another need is pointed up by the interesting comparison concerning boy versus girl achievement and dropout patterns. A typical school in this country shows some alarming statistics about the boys, both in terms of dropout rate and school achievement. This is not caused by intelligence factors; rather, the factors are within the educational setting and are, therefore, susceptible to correction by enterprising and enlightened administrators and teachers.[1]

A recent survey of the reading research regarding sex differences relates some interesting facts about reading achievement in different English speaking countries of the world. In England and Nigeria boys generally scored higher than girls, but the reverse was true in Canada and the United States. "The conclusion reached was that sex differences in reading achievement could be attributed to cultural rather than physiological factors." Additional data showed that the "children were taught by more female teachers in Canada and the United States, but the reverse was true in England and Nigeria." Moreover,

[1] Groeschell, Robert, "Boys Have it Tougher," The Seattle Post Intelligencer, March 10, 1975, Seattle, Washington, see appendix, page 123

about 80 percent of Canadian and American teachers judged their girls to be better readers, and Nigerian teachers expected their boys to read better.[2] These data seem to support Rosenthal's research role of expectation, or the self-fulfilling prophecy concept.[3]

The establishment of a Secondary Reading Skills Center (SRSC) can be designed to meet several of these needs. The major thrusts of an SRSC might be: (1) improved student self-concept and attitudes toward school, and (2) improved basic skills to help meet the reading and writing demands of the subject areas. Both concerns should be approached in a well structured environment.

Finally, an SRSC could influence the reading attitude of an entire community by expanding its services eventually to everyone that the school serves. That is to say, students, teachers, parents, and all other community members might at some time be served to improve their reading ability and enjoyment.

[2] Farr, Roger and Samuel Weintraub, co-editors, "Sex Differences," Reading Research Quarterly, Newark, Delaware: International Reading Association, Vol. I, no. 3, 1974-75, pp. 325-328

[3] Rosenthal, Robert and Lenore Jacobson, Pygmalion in the Classroom, New York: Holt, Rinehart, and Winston, Inc., 1968

How CAN THE PRINCIPAL TELL IF AN SRSC IS NEEDED?

Is the serious dropout rate correlated to reading achievement . . . and why are there nearly twice as many boys as girls leaving schools prematurely?

Dropout rate in the state of Washington close to

22%

HOW CAN THE PRINCIPAL TELL IF AN SRSC IS NEEDED

Preplanning Background Information

The administrator responsible for the instructional program within a building must approach a number of important questions periodically. Among these are: "How well do the students read, write, spell, apply study skills, and other such basic skills?" "Are there reading skill development needs in the building?" and "What are the cost/effective procedures for meeting these needs?" Definitive answers are not always possible; however, it is possible to state a few generalizations relating to those questions.

Every school system has students with various reading difficulties ranging from misunderstanding of word attack skills and/or rules to severe disabilities with accompanying psychological and social deviations. Strang's estimates placed 10-25 percent of the school population in need of specific help in reading.[4]

Other estimates such as in Figure 1 below indicate that 1 percent of the students have severe enough reading disabilities to require extensive long term individual treatment with a highly trained reading clinician. Another 5-10 percent have moderate problems which require small group treatment by a competent reading specialist. And, it may well be that in some schools 40-60 percent need some type of classroom correction before they will be able to read at their potential and learn from assigned materials.

Figure 1

TREATMENT ARRANGEMENTS FOR READING PROBLEMS[5]

Severity of Problem	Group Size	Program Type
Mild	Large, 40-60%	Classroom correction
Moderately severe	Medium, 5-10%	Small group treatment
Very severe	Small, 1-5%	Individual (clinic) treatment

[4] Smith, Carl B., et al., Establishing Central Reading Clinics: The Administrator's Role, Target Series Book Two - The Administrator, Newark, Delaware: International Reading Association, 1968, p. 8

[5] Ibid., p. 9

As indicated in the graph lines on Figure 2 below a typical eighth grade classroom will show ranges in reading achievement as follows: (1) the bottom one-third of students will range from approximately grade 4 level through grade 6.5 level, (2) the upper one-third will range from grade levels 9.5 to 12.5, and (3) the middle third will have grade equivalent scores of 6.5 to 9.5.

A quick way to estimate the range of reading achievement in a typical classroom is to use the grade designation (Grade 3, etc.) as a rough index to the range of reading achievement in the classroom, see Figure 3, page 11. The average range can be estimated as $\pm$ 1.0 grade levels.

Another way of estimating the distribution of reading achievement levels in a typical classroom is indicated in Figure 2 below.[6]

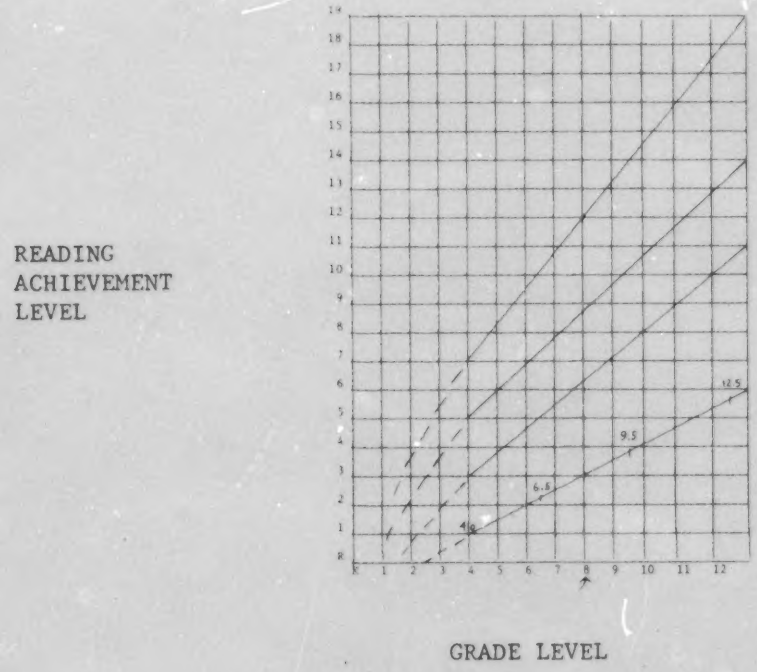


Figure 2, Distribution of reading achievement levels in a typical classroom from grades 4 to 12.9.

[6] Burmeister, Lou E., Reading Strategies for the Secondary School Teachers, Menlo Park, California: Addison-Wesley, 1974, p. 11

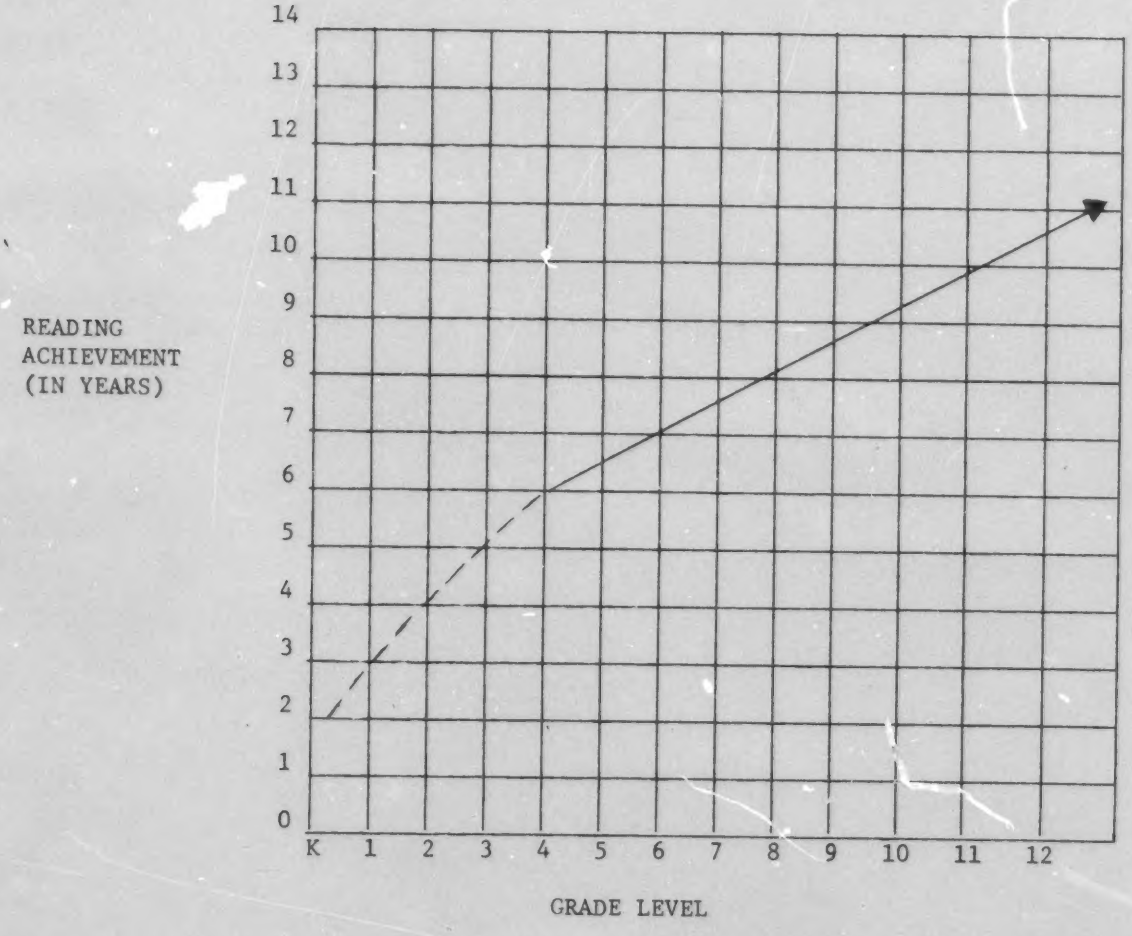
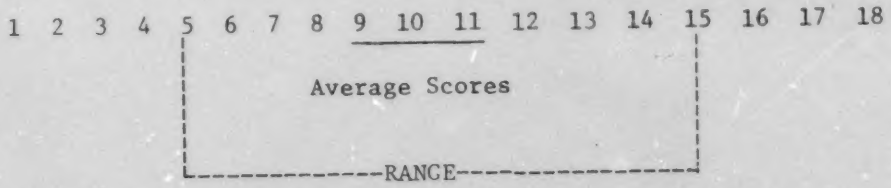


Figure 3, Range of reading achievement in a typical classroom (in years).[7]

[7] Ibid., p. 10

Hence, in the example below of a grade 10 classroom, the average level of achievement will be ± 1.0 grade levels. The range of achievement will probably be from a low of grade 5 to a high of grade 15. Note in Figure 2, the achievement range is 10 years (the index of the grade level). The lowest student will have approximately grade 5 level of achievement while the most able students are probably capable of reading junior college or college level materials. One-third of the students will fall within one to two years of the current grade level. That is, their reading achievement level will be approximately grade levels 9 through 11.



Try your hand in the examples[8] that follow by circling the numerals which will estimate the range of scores.

An eighth grade English class:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
poorest grade best grade

What did you circle? It should have been 4 and 12.

A twelfth grade history class:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
poorest grade best grade

Did you circle 6 and 18? That's it.

The feeling many times is "this school is different and national norms do not apply here for these students." However, a comparison between national or regional norms and the school's latest achievement test results can give an indication about what has actually been accomplished and a bank of several years of data can be helpful in planning for change.

A secretary, clerical aide, or other responsible adult can do a job of simple analysis. One way is to list the names in alphabetical order of all students who took a particular test or in any other order suitable to you; then, determine the average range ± 1.0 grade levels; mark each student in the average range with a green dot and count the number of students; next, determine the above average range + 1.1 grade levels and above; mark each of these students with a gold dot and count the number of students; and, finally,

[8] Ibid., pp. 8-9. The ideas for the examples were adapted by Burmeister, although the idea is not original to him.

determine the number of students in the below average range - 1.1 grade levels and below; mark each student with a red dot and count.

This completed analysis will roughly indicate how many students need help. Many standardized test scores tend to estimate the frustration level[9] of students, not their instructional level.[10] Therefore another step is necessary. Count the number of students at grade level or below. This number and the above count together should approximate the number of students who need some sort of assistance in reading skills.

Additional analysis of the subtest scores of standardized tests can yield data in more specific categories and can point to areas of need in a particular grade level, school, or district. It can be helpful to compare results with a cooperative school of similar size located in the same geographic region.

This accumulated information should indicate a basic level of need in reading instruction. Adjusting priorities and resources of a successful levy is the next step. A superintendent and a school board may be able to provide additional staff based upon established needs; however, this may not be possible in many instances. This will be the time to ask for money where the need is indicated by the data. It is necessary to establish who is going to do what under what conditions, by when, and at what costs. This must be done so that priority is placed as deemed most important by the staff of the school.

Who Can Be Helped in the SRSC?

Students may be selected for the center from a number of avenues. Perhaps if an articulated program exists, student information from the feeder school (junior high or elementary) will be forwarded and placement may occur before school actually begins in the fall. Unfortunately, this situation seems to be the exception rather than the rule. More often students will enter the junior or senior high school and begin to fail in content courses before they are counseled or required to enroll in the reading center if one exists. In the junior high, where developmental reading is taught, students are most often referred by the classroom teacher of reading who is in a position to recognize deficits in skill development. Candidates for referral may fall into these categories:

1. The reluctant reader
2. The student with a poor vocabulary
3. The student who spells poorly
4. The student with limited comprehension skills
5. The student with a limited knowledge of study skills

[9] A difficulty level at which the student mispronounces more than 6 percent of the words in a typical passage and cannot comprehend above 70 percent of the ideas presented.

[10] A difficulty level at which the student is able to pronounce between 94-98 percent of the words and comprehend at least 75 percent of the information presented.

6. The student who lacks reading fluency
7. The student who is reluctant to respond orally
8. The student with a poor attitude toward school

The SRSC could take accelerated students as well as those having difficulty in reading, and some schools do include these students. Many need to be taught to adapt their reading rate to various kinds of materials as well as learning some more efficient methods of increasing comprehension and retention. In addition, the heterogeneous population prevents the SRSC from becoming known as a class for poor students.

Who Can Not Be Helped in the SRSC

While the secondary reading center described in these guidelines is not designed to meet the needs of very severely disabled students, it may help identify them. The guideline recommendations contained herein are designed to meet the needs of people with less severe reading problems who can be helped either in the classroom setting or through small group and individual procedures in a reading skills center.

Reading clinicians and reading specialists have found that most students with reading deficits fall into two groups: Those who can benefit from corrective instruction in the classroom or a small group setting, despite having a cluster of educational, motivational, and psychological problems associated with possible visual and auditory impairment and those who cannot.

Among those who cannot are students who do not learn to read even though they have average or above average intelligence and their instruction has been sequential and adequate. Extensive research has shown the learning problems of this group to be of such special nature that they can respond to neither classroom instruction nor to the usual corrective techniques.[11] The most severely disabled readers of the student population include from 1-5 percent of the school system, depending on the nature of the school district.[12] Most disabled readers have little self-confidence for many reasons, one being their observation of classmates who learn readily what they themselves have failed to learn. They have come to believe that their own stupidity is holding them back. They may have been told directly or indirectly by uninformed parents or teachers that they are simply lazy or stubborn or that a little more effort would result in improved reading ability in no time. Many of these students tend to believe this and may conclude when improvement is not rapid that it is impossible for them to learn to read.[13]

Severe reading disabilities are deep-rooted. They are often described by such imprecise terms as minimal brain damage, dyslexia, and perceptual handicaps. Some of the labels attached to students and people with severe

[11] Smith, Carl B., et al., p. 8

[12] Ibid., p. 9

[13] Ibid., p. 12. The primary source is Ruth Strang, Reading Diagnosis and Remediation, Newark, Delaware: International Reading Association, 1968

reading problems may lead teachers and parents to think that there is a specific cause and, therefore, a direct remedy. Such cause and cure relationships do not exist.

Each case of severe reading disabilities requires an individual approach. There is no single problem or single approach to treatment.[14] The important point is that diagnostic services are needed to discover (1) why the student is unable to process information and (2) the nature of the visual and auditory "processing information" problems. Psychomotor disturbances, speech, memory, and association, as well as the emotional problems which are many times present in students with severe reading disabilities also need diagnosis.

This need for specialized help, often on a one-to-one basis, has caused more and more school sytems to turn to diagnostic clinics.[15] It is in this setting that children with such severe problems can be offered the help to learn to process information they need through the use of methods and materials not usually available to the typical reading specialist.

The question of who is responsible for securing assistance for severe cases is very difficult to answer; however, the state has recently made available funds through Special Education to help with this problem. Private corrective treatment, when available, is often prohibitively expensive. Temple University Laboratory School, for example, charges $1,200 for a semester of therapy.[16] Most parents cannot readily afford private help; hence, the need for carefully planned school connected programs. Top level administrators alone have the overall control, influence, and manipulative prerogatives to establish the service required for this specialized kind of program and place it in relationship to the reguiar school program. In the State of Washington, the Bellevue School District has taken a leadership role in establishing a clinic to serve elementary students with reading difficulties.

[14] Ibid., p. 12. The primary source is Clifford J. Kolson and George Kaluger, Clinical Aspects of Remedial Reading, Springfield, Illinois: Charles C. Thomas, Publisher, 1963

[15] Do not confuse this term with SRSC (Secondary Reading Skills Center) because they are not the same.

[16] Ibid., p. 11.

What

ABOUT GOALS AND OBJECTIVES?

As a result of the process of education, each student should . . .

. . . have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

From Today's Students

to

Tomorrow's Contributing Citizens

In 1971, the Washington State Board of Education identified the mission of the common schools.

That mission is "to assure learning experiences to help all children develop skills and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens."

WHAT ABOUT GOALS AND OBJECTIVES

If the goal of the schools is truly to produce responsible, contributing citizens, then attention must be focused on that goal and the necessary steps planned to insure each student's success. Curricular and learner objectives become the planned steps to the ultimate goal.

There is need to consider what the school, district, and community goals for secondary students are in the area of reading. Perhaps those who are affected, those who are the beneficiaries (students and parents) and those who are the facilitators (the educators), ought to get together and make the decisions. If education is to be responsive to expressed community desires (the "what" of curriculum), then educators must listen to the community and assume the responsibility of devising the "how" of the curriculum. However, again all those who are affected should be involved for the best results. These are students, parents, educators, and other community representatives.

Objectives are tools of organization and direction which differ from goals only in specificity, i.e., goals are general, objectives specific. For example, two objectives in reading might be: (1) to increase the comprehension level of each tenth grade student 15 months during a nine month school year, or (2) to increase the vocabulary of each ninth grade student at the rate of five new words daily as measured by an informal evaluation tool which requires 90 percent accuracy. Objectives are usually numerous but should reflect a direct correlation with the expressed community goals previously considered. When long term goals, objectives, or precedures do not reflect these needs, change is necessary immediately to prevent polarization of the school and community.

When needs, goals, objectives, and procedures are congruent, cooperation is more likely to be evident and the evaluation of such a program is a simple reflection of the extent to which the goals and objectives are met. Using pre and post test evaluation, all teaching of skills must be calculated to alleviate discrepancies between pre test results and program objectives. That is to say that the goal and objective statements reflect anticipated fulfillment of needs. These predictions can be obtained from a needs assessment.

Generally speaking, the information is gathered by two different kinds of instruments. The first, norm-referenced tests, provide data to compare classes, schools, and districts with each other as well as with national averages. This kind of data shows general needs but does not reflect the details of those needs. A listing of such tests may be found on page 86. The second kind, criterion-referenced tests, have an entirely different purpose and are particularly helpful to the teacher with the question: "What should I do tomorrow for Tina?" These tests are teacher devised or may be part of a reading skills management system. The results of criterion-type tests show specific knowledge and specific deficits of the learner. By simply separating the essential items to be learned into two groups, those the student has mastered and those not yet mastered, and then referring to a sequence of developmental skills, the teacher is provided with immediate help deciding what to tackle tomorrow with each learner.

Who

WILL DO THE PLANNING?

Should both the beneficiaries
and the facilitators

have a role in planning, and

when do they begin?

WHO WILL DO THE PLANNING

Support at all levels is essential to the success of any program. What are the necessary communicative ingredients to accomplish support? What causes teacher enthusiasm for some programs and parents to make favorable remarks about some school activities and derogatory remarks about others? Why is it that the school board votes unanimously for one expenditure and turns down another? Or, what sometimes causes the superintendent to spend a great deal of energy "selling the board" on certain projects but is somewhat less enthusiastic and informative about others?

Involvement of people at all levels in the early planning and the subsequent evaluation of a project seems to foster more support than most any other means. If this premise is acceptable, where and how should the communication process begin to garner these forces for support? It would seem that those who are most directly affected should be involved in the original planning. Not only should they be present, but they should be heard and their ideas utilized in the first decision-making process. A small committee (perhaps building principal, reading specialist, and English teacher) may start the planning process in an informal way; but when a brief outline of the overall idea can be written down or discussed, involvement of a larger committee is necessary. At this point, the administrator and the committee may find it important to determine if there are necessary steps in changing curriculum for the district. There may be a deadline date for suggested changes that must be met, and certainly there are key people who will need to be kept informed of the planning committee's progress so that approval may be obtained as the plans near completion. Some districts have no set procedure, but communication is still essential. The planning group may include parents, students, reading specialists, librarian, coordinators, principal, other administrators, and community representatives. Upon completion of the initial plan, even though lacking in some details at that point, opportunities for funding by grant should be investigated by the district's designated personnel. When all the information has been collected and organized into a final draft of the proposal, it may need to be presented to the superintendent (but should be no surprise to him), either by a small committee or a representative of the original planning group.

As program implementation preparations begin and efforts proceed toward a full and continuous operation, the committee should continue meeting for ongoing evaluation and modification of the plan to help insure successful results. A plan to insure a continuous flow of information to community and to the entire staff of the building is essential. Time at each faculty meeting, as needed, might be one way of keeping the staff informed of progress and, at the same time, learning of any developing problems. The SRSC teacher may wish to keep an informal daily or weekly record throughout the year to guide ongoing evaluation and modification of the plan.

Outline of the Major Planning Decisions

Why is it important to establish an SRSC?

Are there student needs that could be served in an SRSC?

What are the community desires regarding reading instruction at the secondary level?

Who are the people to make the program work?

Their various roles and responsibilities must be discussed, defined, and made known to them.

- Students
- Parents
- Principal
- Reading teachers
- Counselors
- Faculty
- Aides
- Nurse
- School Board and Community
- District level staff

When will the SRSC begin to operate?

A reasonable time line of events that is subject to modification throughout the planning period will be needed.

What is the focus of the SRSC to be?

It must be accurately described to include:

- Criteria for student selection
- Number of students to be served, in total and per period
- Credit and grading policy

It must incorporate the needs of the students and community in its goals and objectives.

The means of reaching the goals and objectives must be described in terms of:

- Student outcomes
- Teacher procedures
- Materials needed
- General classroom "climate" or philosophy surrounding the SRSC
- Budget required

Operational procedures must be decided on for:

- Selecting staff, students, curriculum, materials, and equipment
- Establishing expectations for both students and staff
- Communicating with students, parents, faculty, board, district administrators, and the community
- Facilitating diagnostic/prescriptive procedures
- Providing time for material preparation and room organization
- Planning and implementing needed inservice for the entire faculty as well as the reading teacher and aides
- Planning a preliminary as well as a final budget
- Tracking the progress of the SRSC and making changes as indicated

Who

WILL WORK IN THE SRSC ?

Instructional Aides

Teachers

and

Students

WHO WILL WORK IN THE SRSC

People That Make It Go!

The people who work in the SRSC provide the key to student improvement and success. Whatever the causes of poor reading and whatever method or methods are used to treat the problem, the hiring of teachers who are equipped for the task of teaching secondary reading is essential. In accepting Maslow's hierarchy of human needs, how can teachers, aides, and other influential adults who are capable of providing safety, who promote giving and receiving love, who help build self-esteem and values be identified, and how can they work together to accomplish their goals?

A great deal less is known about changing adult behavior than recognizing the qualities already possessed. An error in judgment about these qualities is all too frequently observable and is very difficult to change. One option which might result in better selection of people is to ask for individuals who are truly interested in the specific project to apply after they have read the job description. Each could be given an opportunity for interview with a committee of parents, teachers, and administrators (or other committee composition). Selection criteria might include individual committee member's ratings on the following items. Rating: 1 (low) to 5 (high)

A. Seems like a warm, friendly person

1 2 3 4 5

b. Has technical, detailed knowledge about reading skills instruction for secondary students

1 2 3 4 5

C. Has general and specific knowledge regarding assessment, interpretation of results, and implementation of corrective plans

1 2 3 4 5

D. Likes and understands young adults

1 2 3 4 5

E. Has ability to manage time and prioritize tasks

1 2 3 4 5

F. Shows leadership qualities

1 2 3 4 5

G. Is honest in interpersonal reaction

1 2 3 4 5

H. Exhibits a strong system of values

1 2 3 4 5

I. Exhibits empathy for any human handicap

1 2 3 4 5

J. Indicates self-appraisal ability

1 2 3 4 5

K. Can describe a system for academic and behavior control

1 2 3 4 5

L. Has a sense of humor

1 2 3 4 5

The teacher aides or assistants might be selected by the SRSC teacher together with the building administrator considering the items below. The applicant should:

1. Select the SRSC as the program he or she would most like to to work in

2. Show a genuine interest in the welfare of all students, particularly the problems of the disabled reader

3. Have knowledge of reading skills, tests, materials, and equipment or be willing to spend time becoming skillful in their use

4. Demonstrate an above average ability to work with others, particularly the SRSC teacher

5. Be willing to follow SRSC guidelines

The SRSC teacher's position involves conferencing with students, parents, and staff members as well as supervising aides and volunteers. The teacher needs to establish roles of acceptable behavior for students with certain definite consequences for violations. The teacher's, as well as the aide's consistency, firmness, fairness, and friendliness, are important facets of establishing the learning climate.

Once the teacher has been selected, full operational decision-making options should become a part of the job responsibility. The role of the building principal and district administrators is to support the SRSC program and the teacher in that position. Program guidelines should be jointly agreed upon by administrators and the teacher for greatest acceptability by both. The specific operational details seem to be most successful when left to the SRSC teacher's discretion.

A Sampling of Various,

Multitudinous

& Diverse Methods

****

Where-upon One Might Formulate

a Grandiose and Guaranteed

Scheme to Achieve a Positive

& Energetic Procedure

* Whereby *

can be Planned a Program of

HOW TO FAIL

HOW TO FAIL

Directions to the Planning Committee:

First, check (✓) each item that applies to your school and circle points earned. When completed, add up your score.

A score of 50 or above will insure failure.

A score of 40 or above will indicate a probable failure.

A score of 20 to 30 will indicate marginal success.

A score of 0 to 20, you might make it!

Skip the planning phase, hire a teacher and assign a room. ( ) 10 points

Schedule 30 students per period. ( ) 10 points

Let the program be a September "surprise" for the faculty. ( ) 10 points

Talk about the importance of reading instruction, but schedule only one period daily with little or no budget. ( ) 10 points

Name the course "Remedial Reading." ( ) 10 points

Tell everyone that teaching reading is an easy job--no compositions to grade. ( ) 10 points

Hire or assign a teacher from one of the following categories:

A first year teacher ( ) 2 points

Staff member who needs to fill two extra periods ( ) 2 points

Teacher who knows reading skills and hates kids ( ) 2 points

Teacher who doesn't know reading skills but may learn on the job ( ) 2 points

Teacher who can't maintain discipline ( ) 2 points

Assume that:

The reading teacher will have all assigned students reading at grade level by spring ( ) 10 points

The reading teacher can "cover" for any teacher at any time and cancel reading classes. ( ) 10 points

Anyone with an English major can teach reading. ( ) 2 points

The reading teacher should not take a planning period--there are too many kids to be served. ( ) 2 points

Anyone connected with the school automatically knows what the program is trying to accomplish. ( ) 2 points

The reading teacher does not need to be released from regularly scheduled classes to attend professional meetings in order to stay current. ( ) 2 points

Do not:

Allow the reading teacher a voice in budget matters. ( ) 2 points

Stress the necessity of standards of writing and spelling in all classes. ( ) 2 points

Communicate good reports about student progress. ( ) 2 points

Allow sufficient time for the reading teacher to prepare for opening of the SRSC. ( ) 2 points

Make it easy for the student to check out material from the Center. ( ) 2 points

Be SURE to assign all disciplinary and truancy problems to the SRSC with no procedure for transferring students out. ( ) 10 points

Total Points _____

Add up your score and if the shoe fits...

What MAKES A GOOD READING PROGRAM?

WHAT MAKES A GOOD READING PROGRAM

Curriculum - Method - Organization - Articulation - Evaluation - Materials

(Allow one point for every area ready to go)

___ Curriculum: Do you have a scope and sequence of reading skills, grades 1 through 12, either district made or from a publisher? If not, see "Curriculum: or Getting Your Game Plan," page 36.

___ Model for Instruction: Do you have a model for implementing these skills? If not, see "Instructional Models," page 37, or "Modification of Models for the Opening of the Semester," page 37.

___ Classroom Organization/Management: Do you have a pattern for instruction that will allow each student to master the curriculum before moving on? If not, see "Classroom Organization/Management or How to Avoid the Trivia and Get Back to Teaching," page 38.

___ Record Keeping System: Is there a planned procedure for coordinating information about (1) the student's progress in the reading curriculum, (2) the method of instruction, and (3) the materials used to introduce, to teach, or to reteach a skill? If not, see "Record Keeping," page 39.

___ Articulation Among Classrooms: Is the information recorded about individual students made available in a useful form to the students, teachers, or other staff members in the content field and to the student's next reading teacher? If not, it may be helpful to plan and schedule testing of all entering students in their English or social studies classes, and subsequently provide all content teachers information regarding their students' performance in reading. A grade level equivalent is many times used. A listing of tests to choose from is included in the materials section, page 86.

Score:

5-4 points Open your doors! Hang banners and hire a band, you're ready to roll.

3-2 points Hold your horses! You will be courting disaster by May, plan ahead and save your head.

1 point Nope, your center won't work unless you have ordered a magic wand for the instructor. Go back to GO!

Curriculum: Or Getting Your Game Plan

A teacher in the SRSC needs to be aware of the array of skills that go into competent, mature reading. A scope and sequence chart in reading, either district produced or one available from a publisher, is essential. The scope and sequence should extend to grade 12, and it may be necessary to combine or modify existing ones to accomplish this. There are many ways to determine the curriculum, the most common of which is to buy one. But for the staff that wants a tailor-made curriculum that fits the students in their school and district, the following fairly unsophisticated method may prove useful as a way of developing one.

First, form a subcommittee of the SRSC teacher, a key English teacher, an elementary teacher, an aide, and a willing staff member from vocational education and/or special education. Working on a copy of the scope and sequence chart, the committee could mark with red pencil those skills, other than word attack skills, that are the basic minimal skills that any person needs to survive in today's verbal world. Mastery level performance of these skills should be demonstrated by students before completion of their stay in the SRSC unless there are extenuating circumstances. Next, mark with blue pencil those skills other than word attack, that need to be taught to the average and above average student at each grade level. Then, if not already done, select an assessment instrument to test the population in reading skills. A partial list of tests is included in this publication, page 86. Mark the items on the test in the same manner as the scope and sequence chart was marked and compare to be sure that the important skills on the test are also included on the scope and sequence chart. If they are not, include them at this time. This compiled list of skills will comprise a simple reading curriculum (other than word attack skills) which will probably need revision and extension during the first year of use.

A listing of the decoding (word attack) skills is available from many sources. The committee will need only to be sure that a sequence is available and not give time to selecting the individual decoding skills.

In some instances the teacher may need to begin classroom instruction before the curriculum is complete. It may be possible to test the students and select from the assessment data a rather limited set of skills to begin instruction while the district listing of a skills sequence is being finished. By examining the data collected from the population of each class, some group instructional plans may be developed. Some teachers make up a class-by-class curriculum planning sheet and estimate the amount of time needed to expose these selected skills to the class in short, spaced, total group presentations. This will form the beginning curriculum core of the program. Each presentation should expose the skill and be limited to about ten minutes. Skills to be learned to the point of mastery will be taught again in small group and individual situations.

The above comments are related to mechanical (cognitive) aspects of reading; however, student attitudes (affective) are as important, or more so, in producing a lifetime reader.

Instructional Models

Having selected and refined the skills that are going to be taught in the SRSC, the next step is to decide how to teach the skills. Information on how to teach skills is readily available from several sources: professional methods books, district-created guidelines for instruction, and commercially produced teacher's manuals.

Professional methods books will discuss the global type of instruction for a program. Choices may include: the traditional total group instruction, small group instruction, and/or individualized instruction. Total group instruction may be the most efficient for the teacher but is probably the most inefficient for the learner. However, it is sometimes appropriate to start the year with some total group instruction. Small group instruction is very effective, but it takes considerable teacher planning time to provide worthwhile activities for each small group. It is usually more efficient for the learner than total group. One definition of individualized instruction indicates a solely one-to-one relationship between teacher and student. This type of instruction is costly and inefficient. Another interpretation of individualized instruction involves the use of total group, small group, and one-to-one teaching. This is a more sophisticated system and demands a great deal of preparation and management skill on the part of the instructor. (One definition of individualized instruction may be found on page 129. This article, "Implementing Individualized Instruction: Not Just Individual Activity," by Dr. Madeline Hunter, was written about an elementary school. However, many of the ideas are very applicable to the secondary school.)

Some methods that may be used within these frameworks include: the lecture method, inquiry, student-teacher conference, programmed learning, precision teaching, and language experience method. Again, professional books as well as teacher know-how can provide the necessary background for an intelligent selection. An eclectic approach, i.e., derived from several sources, will probably be selected and several methods will be combined to teach the students and make use of the unique skills of the individual teacher.

Modifications of Models for the Opening of the Semester

For total group presentation: Make sure the thread of skills chosen for the total group speaks to the needs or extends the skills of more than three-quarters of the students in the class.

For small group work: Initially, place students into skill groups based on their response to questions 4 and 5 of the "Goal Setting Questionnaire," page 109. For a most successful beginning to skill groups, gather together no more than six students who indicate a positive attitude toward skills work based on questions 7 and 8. Also, consider information gathered from questions 6 and 10 about chatty friends or personality conflicts. More sophisticated diagnostic instruments will be used to refine placements and make groups flexible after the first few days.

Local and intermediate school districts may have diagnostic instruments available through testing or curriculum departments. Many professional books contain an appendix with titles, publishers, and addresses for ordering diagnostic tools. A listing is also included in the materials section of this publication, page 86.

For individualized instruction: If the teacher decides to use this sophisticated method, it probably won't be initiated in its entirety within the first few weeks. However, small group and total group instruction are both part of Individualized Instruction as is one-to-one teaching and teacher-student conferences. These individual conferences should begin as soon as possible after the semester begins.

For individual conferences: Assign each student a conference time and set specific goals in terms of quantity of books to be read and specific skills to be improved (questions 5 and 11 of the "Goal Setting Questionnaire"). The "Conference Evaluation Guide," page 144, may be used to help the teacher conduct a successful conference, especially one that focuses on comprehension skills. If information is needed about a hierarchy of comprehension skills on which to base questioning, professional books will be helpful under the headings of "Bloom's Taxonomy," "Barrett's Taxonomy," or "Comprehension Skills."

Classroom Organization/Management or How to Avoid the Trivia and Get Back to Teaching...

After the "what" has been decided (curriculum) and the alternatives of "how" (methods) are under consideration, classroom organization and management must come next.

There are two main keys to effective classroom organization. One, teaching must be concentrated on what students need to learn, not on what they already know. This may be accomplished by keeping records of skills mastered, skills needing to be mastered, and skills needing to be retaught. Two, the teaching station must be organized so that most of the teacher's and student's time is spent on the learning act rather than on classroom management.

Time is short in a secondary reading class. Diagnosis (what does the student know and what should he be taught) should begin immediately by using the "Goal Setting Questionnaire," page 109, to find out what the students themselves wish to learn. Most students are able to give considerable direction concerning their reading deficits and goals for improvement. Discipline and attitude also affect their learning. The "Goal Setting Questionnaire" will help the teacher be aware of problem situations and perhaps prevent some of them before they arise. In addition to the questionnaire, other diagnostic instruments which are used for different purposes will be needed. Examples are the Informal Reading Inventories (IRI), page 141, specific diagnostic reading tests, see page 86 for list, and criterion-referenced tests to confirm and refine data regarding a student's instructional needs. Organization must be based on the results of these diagnoses.

Make management visible. Oral directions that need to be said more than three times should be on posters or flip charts. Time is wasted passing out and collecting materials and may be eliminated by training students to check a particular spot near the entry automatically when arriving or departing. Student folders should be stored, distributed, and collected by students. Depending on whether the folder is needed daily, it can either be picked up by the student when needed or automatically passed

out and collected. To eliminate wasted time at the onset of the instructional period, a daily routine may be established for total group work at the beginning of each hour. Post the title and key vocabulary for the total group presentation. Always stand in the same place to signal attention for total group presentation.

Small groups are quickly called together if student names are written on 3 x 5 cards and inserted into pocket charts. This also eliminates unnecessary talking by the teacher. Limit groups to six. Avoid unneeded noise by having extra chairs available to seat the group in the area used for small group instruction. Conferences also can be scheduled and announced by posting students' names on 3 x 5 cards on a second pocket chart. A pocket chart can also display the schedule for the use of soft furniture, educational games, and cassette stations.

A bookcase of professional reference books, see "The SRSC Teacher's Basic Bookshelf, page 111, should be within an arm's length for immediate aid. Copies of the latest high interest books may be located there also, so they can be assigned quickly to the reluctant reader who can never find a "good book." Label prominently any equipment or material that a student might be asked to find. Laminate directions for use of equipment, etc., and affix to the desk or table where the material is to be used and post classroom procedures.

Record Keeping

If adequate records are to be kept, by both the students and the teacher, it will be necessary to devise a system based on the curriculum that was purchased or developed early in the planning sequence. It is possible to design and color code forms to be used in the main skills areas of decoding, vocabulary, comprehension, and study skills. Some of the data recorded might need to be: skills mastered or point of entry, skills in the process of being learned, materials and methods used for teaching and reteaching, and rate of reading in various kinds of materials.

Many of the new secondary materials include pre and post tests, answer keys for self-scoring, and record keeping devices. These are of help to the teacher, as well as the student, in programs that strive to meet individual needs and yet serve many students each period of the day. A series of perhaps three or four various colored sheets for each student could be devised and used with the available commercial ones to comprise the beginning of a simple-to-use, yet effective, management system. Such a system is useful for teacher information, student programming, and student self-evaluation.

Evaluation Procedures

Program evaluation should be an integral part of program development and functionally related to the objectives of the SRSC program. Here again someone must be responsible for what, by when, and at what costs. This could begin with a nee's assessment where pertinent test data are obtained or reviewed; community characteristics and the target population are

described; and analysis of the data based upon male/female differences, grade level characteristics, and dropout information is accomplished. This needs assessment data, when combined with future assessments and/or options, can serve as the beginning point of establishing an evaluation design or set of procedures for assessing the effectiveness of the SRSC.

The needs assessment, of course, allows for the establishment of priorities for improvement and identification of specific areas for which skill improvement is needed for the population(s) to be served.

The evaluation procedures will vary according to the need and time requirements of an individual district or building. Two important types of evaluation should occur: (1) attainment of process goals, and (2) the evaluation of student outcomes. The outline which follows delineates items which can be considered in the evaluation design for the operation of your SRSC.

A. Process Evaluation

1. Center management procedures and forms

2. Observation and evaluation of the effectiveness of staff

3. Analysis of the inclusion of important components for operation of the SRSC

   a. Articulated progress from previous school experiences
   b. Individual student conferences
   c. Flexible skill groups
   d. Ability of the staff to communicate with students, certified staff, and parents
   e. Use of student journals, groups, and individual tracking devices
   f. Procedures for selecting and assigning students
   g. Course description, grading procedures, units of credit, etc.

4. Effectiveness of administrator/planning committee evaluation meetings

B. Student Evaluation

1. Gains as measured by pre and post test scores and compared to a master sequence of criterion-referenced skills.

2. Mastery data as obtained from academic probe/drill sheets.

3. Norm-referenced test score comparisons on a pre versus post test analysis and/or design.

4. Informal tests such as:

   a. An Informal Reading Inventory (IRI), page 141
   b. A survey of word attack skills
   c. Measures of comprehension and vocabulary skill attainment
   d. Measures of other language development skills, i.e., spelling, handwriting, composition, etc.
   e. Rate and flexibility of reading for different purposes

5. Attitude measures such as:

   a. Questionnaire about student attitudes and perceptions about the SRSC and progress in key skill areas
   b. A frequency count of library books read
   c. Student feedback to the reading specialists
   d. A survey on parental perceptions and attitudes

In summary, the analysis of the effectiveness of the teaching methods and pupil gains involves assessment of the audiences affected by the operation of the SRSC. The primary audience is the individual student. Associated with this analysis are parent and teacher perceptions of the effectiveness of the total program. Positive data are evidence that the center is, in fact, serving the needs of the student. In specific instances where needs are not served, this information is used to redesign or incorporate program changes so that these needs can be planned for and eventually served.

What

WHAT DOES AN SRSC LOOK LIKE ?

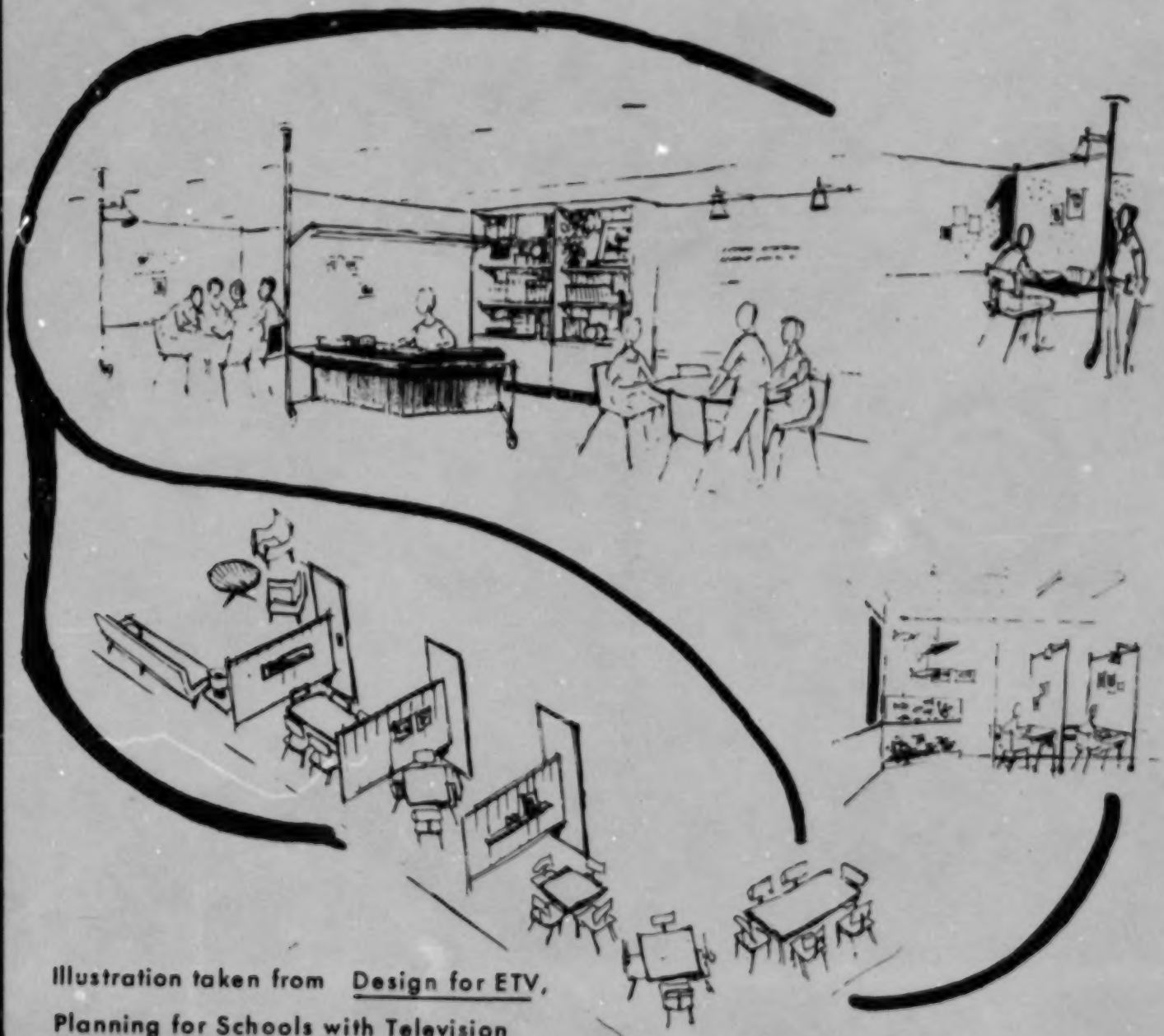


Illustration taken from Design for ETV,
Planning for Schools with Television
Educational Laboratories, Inc., 850 Third Ave.,
New York, New York 10022. (Permission for use granted).

WHAT DOES A SECONDARY READING SKILLS CENTER LOOK LIKE

Physical Environment

The first noticeable impression of an SRSC should be a warm and friendly atmosphere. "Words of wisdom," famous sayings, vocabulary words, and labels for classroom items may cover the walls in a decorative and pleasing way. Racks of books are temptingly displayed. At every turn a student should find himself in a congenial environment saturated with words in print.

For the SRSC to be successful, the physical room environment is important. Many disasters and discipline problems can be avoided if the location of the room and the room arrangement is carefully thought out before the students arrive.

Where should the SRSC be located?

Any classroom in the school is satisfactory providing it is:

- IN THE SCHOOL, not in the portables outside the building. If the SRSC is outside the school building, a few students may get lost in transit and equipment be more easily stolen.

- AT LEAST THE SIZE OF A REGULAR CLASSROOM, too small a room provides no buffer of space to separate disruptive students. Instead, too much teacher time may be needed to keep separating them. It is helpful to have the SRSC located near the library. The shorter the trip, the less chance that students will get sidetracked.

How will the room be arranged?

Think through the room arrangement and make a floor plan if necessary, considering:

- What materials will students be getting and putting back?
- Where will student traffic be the heaviest?
- Are all 20 students going to be clustered around a box of folders in the first three minutes of the period?
- Are there areas for teacher-student conferences?
- Are there areas for two or three students to work together?
- Is there a semiprivate place for tutoring?
- Is there a quiet, comfortable spot for silent reading?
- Are the traffic patterns determined, and will they help avoid having students bunch or line up?

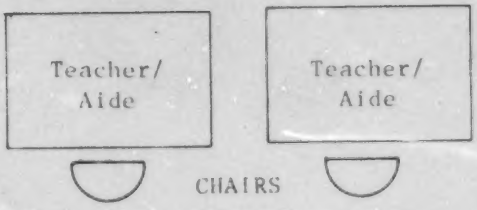
Plan the type of furniture that will be needed. Since there will be little group lecture in the SRSC, it may be better to have a variety of furniture rather than a room full of any one type. Student desks, study carrels, and tables (trapezoidal, round, or regular) with chairs, provide the seating for small group and individual instruction. Soft furniture, chairs and couches, may be provided for students' use for extended reading or browsing. If a variety of furniture is not possible at first, build toward it;

remembering a room full of tables and chairs will be more flexible than a room full of desks. A carpeted room is very helpful in creating a pleasant atmosphere, and is almost essential in providing a low noise level.

If a building is being planned or a room remodeled, it may be helpful to make a scale diagram and mark entry, exit, windows, radiators, heaters, built-in bookcases, shelves, coat closets, sink, chalkboards, and bulletin boards. Then, using "Suggested Furniture" below, cut and try different furniture arrangements and traffic patterns.

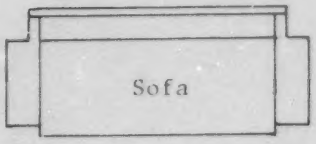
SUGGESTED FURNITURE
(Cutouts for Planning)

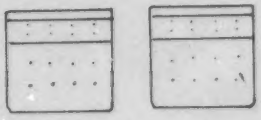
DESKS



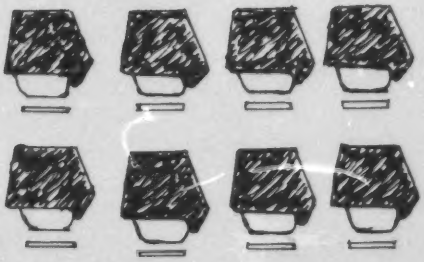
CHAIRS

SOFT FURNITURE





CHAIRS

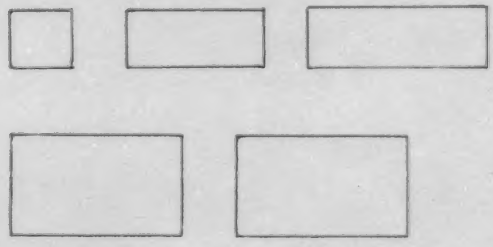


STUDENT DESKS

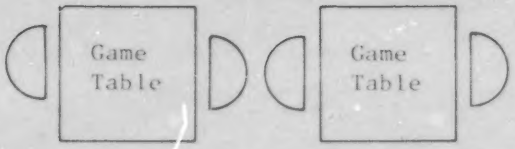
Cut more if needed

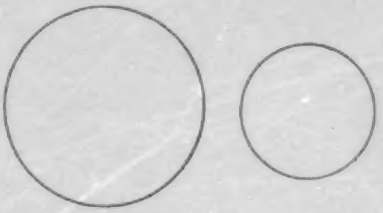
FOLDING SCREENS

STORAGE CABINETS
(floor and wall mounted)



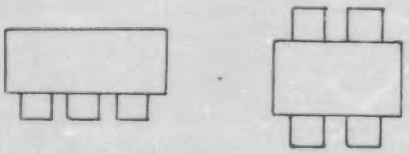
SUGGESTED FURNITURE (continued)

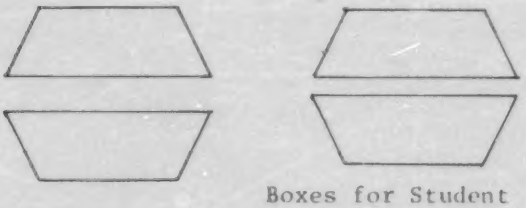




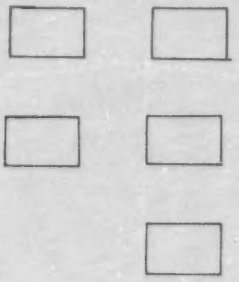
TABLES

STUDY CARRELS





Boxes for Student Folders for Periods 1-5



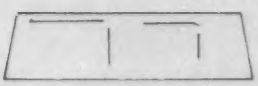
TEACHER'S BOOKSHELF

FILE CABINET

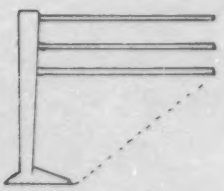
SPINNER RACKS
(Drugstore type for paperbacks)

TRAFFIC PATTERNS

MAGAZINE RACK



NEWSPAPER RACK

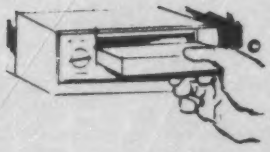


CUT AREA RUGS IF WALL-TO-WALL CARPETING IS NOT AVAILABLE.

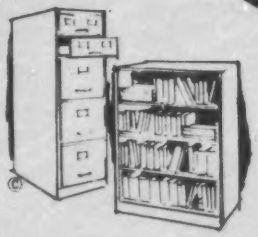
What

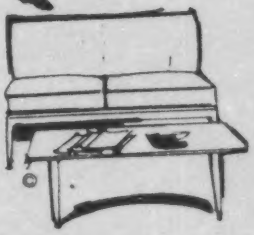
WILL BE NEEDED?

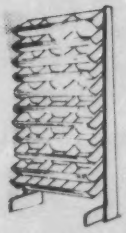
Tapes/Cassettes
and Instructional
Equipment



Books/Workbooks







Furniture

and

43 more and more books!

Selection of Materials

The selection of materials is of extreme importance in the SRSC lab situation. Small sets of a wide variety of materials for skill development are the general rule. Because students need to be able to make choices and are usually programmed individually, the "whole class" set may be a waste of money. Even when the instructor wishes to introduce the format or the use of a particular piece of material or equipment to the entire class, it is unnecessary for each student to have a separate copy in hand. In selection, it should also be remembered that student materials are desirable for direct instruction with the teacher, but practice material to be used independently is also essential. Silent reading practice is often absent in the reading program. A description of the SSR method is included, see page 119, as well as a list of paperback sources, page 112.

The four areas of language development must be accommodated in the selection of materials--reading, writing, speaking, and listening. Thinking skills and vocabulary development permeate each area and have been considered separate elements by some educators; however, the materials listed here will be categorized in the four main areas plus vocabulary. The list is not exhaustive, but meant to be representative of what is on the market and being used in 1975. The list will include (when information is available) the title of the material, the publisher, purpose, reading level, and interest level. Note that some items may be used for several purposes and also that the interest levels are somewhat subjective. The level of difficulty, see Readability, page 113, of a piece of written material may be assigned slightly different scores depending on the computational method used; however, these scores are meant to be approximations only. At times a teacher or librarian may need to determine a level of difficulty. It is a simple, quick process to do so, see page 113 for directions. High or low interest in the content can also vary a student's apparent ability to read and learn from specific material. Also, a teacher may need to know if the student can both read the words and understand the concepts of a particular text or other written material. In this instance it may be best to try a section of the book "on for size." The Cloze technique is commonly used for this purpose, see page 115 for directions and a discussion of its various uses.

To summarize: The following lists of materials are representative only. They are in four areas--reading, writing, listening, and speaking and, when possible, both the interest level and the readability scores are given. One list includes books, workbooks, tapes, filmstrips, etc. Others list standardized tests, magazines and newspapers, periodicals of ethnic interest, and other specialized resource materials of interest to teen-age students. The lists are not all inclusive and in no way are meant to imply any endorsement.

School districts should be careful to select a balance of materials that objectively presents the various concerns of both sexes, as well as those of ethnic and cultural groups.

LISTING* OF REPRESENTATIVE MATERIALS AND INSTRUCTIONAL EQUIPMENT FOR A SECONDARY READING SKILLS CENTER

*This is not an exhaustive list and no endorsement is implied.

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Aardvark Media, Inc. 1200 Mt. Diablo Blvd. Walnut Creek, CA 94596	Raceway Paperback Kit 6 titles (6 more in Spring '75)	RM RP	5 copies of each title, two posters, teacher's guide, and display rack	7-9	3.5-4.5
Acoustifone Corp. 7428 Bellaire No. Hollywood, CA 91605	Reading Achievement Program (RAP)	RR Dec C Sp V L	A filmstrip and cassette program based on individual objectives and testing material including a teacher's guide. Uses standard filmstrip and cassette players	7-adult	2-5
Addison-Wesley 2725 Sand Hill Road Menlo Park, CA 94025	Checkered Flag Series 8 titles, also filmstrips and tapes available	RR RM	Motorcycle and automobile stories involving mystery and adventure	6-12	2.4-4.5
Addison-Wesley	Happenings 4 titles	RR RM C V SS	Urban stories about minority teenagers and pop music	7-12	1-4

C - Comprehension
DA - Discrimination, Auditory
Dec - Decoding
DV - Discrimination, Visual
HW - Hand Writing
IE - Instructional Equipment
L - Listening
R - Rate

RCont - Reading in Content Area
RD - Reading Developmental
RM - Reading Motivation
RP - Reading for Pleasure
RR - Reading Remedial
SP - Spelling
SS - Study Skills
V - Vocabulary
W - Writing

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Addison-Wesley	Kaleidoscope Readers 8 titles	RR Dec V C SS	Contemporary content revolving around teenagers and adults (workbook)	7-12	2-9
Addison-Wesley	On My Mind 10 titles	C W SS	Designed for the reluctant writer using motivating photographs, cartoons, poetry, etc.	7-9	5-6
Addison-Wesley	Reading Development Kit A Kit B Kit C	RR Dec C V	High interest-low vocabulary reading system in mature subject matter	 5-adult 4-6 7-10	 1.7-3.9 5-adult 7-adult
Addison-Wesley	Reading Motivated Series	RR RM	Mysteries and adventures	4-10	4.5-5.3
Addison-Wesley	Success in Writing Books 1, 2, and 3	C W SS	Six workbooks designed to provide practice in writing and study skills	7-12	5-9
Allied Education Council Galien, MI 49113	The Mott Basic Language Skills Program (numerous titles)	RD RR C W HW	The material is semi-programmed and uses photographs for developing vocabulary and concepts. Uses cursive writing. Consumer Buying, Basic Numbers, and Money - workbooks are also available	4-12	1.5-10

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Allyn & Bacon Ralston Park Belmont, CA 94002	Breakthrough Series 14 titles	RR V C RM	Paperbacks of interest to older students with reading problems. Teacher's guide and spirit masters	7-12	2-8
Amsco School Pub., Inc. 315 Hudson St. New York, NY 10013	Vocabulary for the College Bound Student	V	Vocabulary development for the above average high school student	10-12	12+
Amsco	Vocabulary for the High School Students	V	Vocabulary development for the average high school student	10-12	10-12+
Ann-Arbor Pub., Inc. P.O. Box 388 Worthington, OH 43085	Michigan Language Program (an integrated self-paced language arts program)	DA DV V RR C	Programmed workbooks and tapes for visual, aural discrimination, word attack comprehension, vocabulary, and handwriting. Especially appropriate for students with reading problems and exceptional children, workbooks and tapes.	4-12	pp-4
Audiotronics 7428 Bellaire No. Hollywood, CA 91605	Tutorette Recorder/Player (card reader)	IE	Modified tape recorder/player using prerecorded, printed cards. Blank cards available		
Audiotronics	Tutorette Audio-card Programs (5 programs)	RR V Dec	Card programs in word analysis, vocabulary, Spanish/English vocabulary development	7-12	3-7

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Barnell-Loft 958 Church St. Baldwin, NY 11510	Incredible Series Picto-Cabulary sets 111-222 Specific Skills Series (adv.) Supportive Reading Skills (7 titles)	C V	Material designed to develop comprehension and/or vocabulary. Many levels available, non-consumable	5-9 5-9 7-9 5-9	 5-9 7-9
Behavioral Research Laboratories Box 577 Palo Alto, CA 94302	BRL Reading many (25?) levels	RR Dec S	Programmed instruction using workbooks, placement tests, with correlated readers and tapes	7-12	1-?
Bell & Howell 7100 McCormick Road Chicago, IL 60645	Language Master Instructional Device (card reader)	IE	Modified tape recorder/player using prerecorded and printed cards, blank cards are available		
Bell & Howell	The Star Program	RR L S W V	Language Master Program of prerecorded cards using science experiments as vehicle for teaching reading skills (for use with card reader)	7-10	varies
Bell & Howell	Vocabulary Builder Programs Set 1, Basic High School Vocab. Set 2, Intermediate High School Vocab. Set 3, Advanced High School Vocab.	RD L SS V	Vocabulary development for the able student in high school (for use with card reader)	9-12	 9-10 10-12 12-14
Bell & Howell	Vocabulary Master Programs 6 sets	RR V	300 most misused words presented in context. Use, pronounciation, and spelling noted (for use with card reader)	7-12	5-8

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Benefic Press 10300 W. Roosevelt Rd. Westchester, IL 60153	Mystery Adventure Series 6 titles	RR RP	High interest with a girl as one of the central characters in each book	7-10	2-6
Benefic Press	Racing Wheels 6 titles	RR RP	Illustrated with photographs and each book contains an "encyclopedia" of racing facts	7-12	Low
Benefic Press	Space Science Fiction Series 6 titles	RR RP	Adventures in science fiction for reluctant readers	7-10	2-6
Benefic Press	Sports Mystery Series 8 titles	RR RP	Mystery stories revolving around sports events	7-10	2-4
Benefic Press	Thinking Box	RD C RCont	Kit of filmstrips, cassettes, activity cards, and student booklet teaches "how to learn" skills	7-9	5-7
Benefic Press	World of Adventure Series	RR RP	Adventure stories about many areas of the world	7-10	2-6
Benziger, Inc. 866 Third Ave. New York, NY 10022	Web of Life Series 13 titles	RM RR	Expository material about ecology oceans, deserts, etc.	7-12	3.9-6.3
Bomar P.O. Box 5225 Glendale, CA 91201	Reading Incentive Language Program 20 titles	RR RM V L	Oral-aural approach using filmstrips, cassettes, and paperbacks	7-12	Low

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Bomar	Language Communication	RR SS L	Correlates with the Language Program of Reading Incentive. Teaches use of dictionary, encyclopedia, etc.	7-12	3-4
Bomar	Play the Game Series 4 titles	RP RM	Significant events in the lives of famous athletes, multi-ethnic, teacher's guide and cassettes	7-8	2.5-4.0
Wm. C. Brown Book Co. 2460 Keiper Blvd. Dubuque, IA 52001	Effective Reading For Adults	RD C	Timed exercises of high interest materials for comprehension	9-adult	9-14
Burgess Publ. Co. 426 S. 6th St. Minneapolis, MN 55415	Developing Reading Efficiency	RD R C	Developmental exercises for increasing eye span, rate of reading, and paragraph reading arranged with increasing difficulty	7-10	6-12+
Burgess Publ. Co.	Increasing Reading Efficiency	RD R	Same as Developing Reading Efficiency except for college students and adults	12-adult	12+
Burgess Publ. Co.	Maintaining Reading Efficiency	RD R	Test materials to be use with Developing Reading Efficiency	7-12	7-12
Changing Times Education Service 1729 H Street N.W. Washington, D.C. 20006	Real People At Work Series 60 titles		No information available	7-12	2-5
Children's Press 1224 West Van Buren St. Chicago, IL 60607	Challenge to Read 6 titles	RM RR	Kit has sound filmstrips, books, and teacher's guide on topics such as drag racing and mini-bikes	7-12	Low

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Communacad The Communications Academy Box 541 Wilton, CT 06897	Wordcraft Vocabulary Program	RR V	Vocabulary pre and post tests with instruction via filmstrips, cassettes, and narration to present the words in context	7-12	4-10
Communacad	Bergen Evans Vocabulary Program	RD V	Vocabulary development for the college bound student. Similar to Wordcraft above	7-12	8-13
Craig Research Los Angeles, CA	Craig Reader Audio Comparative Recorder	IE IE	System for visual and auditory presentation of reading skills on filmstrip correlated to accompanying cassettes		
Craig Research	Craig Reader Programs Junior High Series 8 titles	RD V C	Correlated filmstrips and cassettes and teacher's guide	7-12	7-9
	Senior High Series 6 titles	RD V C	Same as above	7-12	9-12
	Intermediate Series 5 titles	RR	Same as above	7-12	4-6
E-B Press A Division of Engelmann-Becker Corp. Eugene, OR 97403	Corrective Reading Program	RR Dec	A 155 lesson program designed for master of decoding skills to students who have been exposed to sight word but are unable to decode and spell Requires teacher inservice.	7-12	primary

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
The Economy Co. 1901 N. Walnut P.O. Box 25308 Oklahoma City, OK 73125	Guidebook to Better Reading	RR Dec C RP	Systematic remedial program for junior and senior high school students. Usable for teacher not trained in remedial reading. Text, teacher's manual, and six high interest supplementary books	7-12	2.6-6
The Economy Company	Keys to Reading Level 13 Level 14 Level 15	RD C SS RR(Sr. high)	Texts, teacher's manual, workbooks, placement tests, and spirit masters. Features supportive skills books of high interest contemporary format	 7-10 7-10 7-10	 6 7 8
The Economy Company	Reach 6 titles	RR V Dec C	Individualized reading system for teaching skills written around show business content. Tapes, workbooks, teacher's guide, and may be used with Guidebook to Better Reading	7-9	1-4
The Economy Company	Dexterity Kit for Improving Reading Rate	R	Teaches flexibility of rate for various contents	7-9	5-7(?)
Educational Activities, Inc. Box 392 Freeport, NY 11520	Action Reading Kits 6 titles	RR RM	Books, filmstrips, and cassettes presenting exciting stories about motorcycles, karate, etc.	7-12	3-4
Educational Activities, Inc.	Autophonics 4 titles	RR Dec L Sp V	Phonics games that are self-directing using cassettes	7-12	1-3
Educational Activities, Inc.	Building Reading Skills in the Content Areas	RR Dec V C	Reading selections in Social Studies, Science, and Math. 120 lessons on 60 cassettes	7-12	2-6

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Educational Activities, Inc.	Contemporary Problems Reading Series 6 titles	RR RM	Modern stories of drug problems, VD, and pregnancy told by books and cassettes	9-12	4-5
Educational Activities, Inc.	Developing Listening Skills	DA RR L Dec	50 listening lessons designed to improve auditory discrimination	7-9	Low
Educational Developmental Laboratories, Inc. Div. of McGraw-Hill Huntington, NY 11743	Aud-X projector and cassette-audio unit	IE	Audio-visual teaching device correlating sound and visual material (filmstrip and print)		
EDL	Controlled Reader	IE	Projector for large group that provides for variable speeds of reading and trains eye mobility and left to right progression		
EDL	Controlled Reader, Jr.	IE	Same as above except for individual or small group use		
EDL	Flash-X	IE	Hand tachistoscope set at 1/25 second exposure for use with prepared practice discs. Blank discs also available		
EDL	Tach-X	IE	Modified projector for timed exposure of printed material		
EDL	Learning 100 Tach-X Accuracy A, B, C	RR VD	Training for visual discrimination and memory (readiness)	7-adult	0-3

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
EDL	Aud-X Work Introduction AA-CA	RR V C	Beginning reading, for the older student or adult. 30 lessons and a study guide in each set to be used with the Aud-X machine	7-adult	1-3
EDL	Aud-X Sight Words AA-CA	RR V Dec	Phonics, sight words for the older student. 30 lessons and a study guide in set for use with the Aud-X machine	7-adult	1-3
EDL	Controlled Reader Processing Set AA-CA	RR V R C	Sight vocabulary training. 30 filmstrips in each set with study guide to be used with the Controlled Reader equipped with processing motor	7-adult	1-3
EDL	Controlled Reader Story Sets AA-CA DA-FA - Reading 300 GA-HA - Reading 300	RR R C	Visual coordination and rate training. 30 filmstrips and a study guide for each level to be used with the Controlled Reader	7-adult 7-adult 7-adult	1-3 4-6 7-9
EDL	Go AA-CA DA-FA - Reading 300	RR C V	Independent reading. 30 stories at each level using workbook format	7-adult 7-adult	1-3 4-6
EDL	Listening Programs Listen DA Listen & Read EA Listen & Write FA	RD RR L C W	Listening, reading, and writing skills combined. 15 stories at each level in a student lesson book	7-adult	 4 5 6
EDL	Study Skills Science C-F Social Studies CC-FF Reference CCC-FFF	RR RCont SS C	Reading practice kits for use in the content areas. 10 lessons at each level	7-adult	 3-5 3-5 3-5

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
	Science G-I S. S. GG-II Ref. GGG-III	RD RCont SS C	Same as above	7-adult	7-9 7-9 7-9
EDL	Reading 300 Many titles (similar to descriptions of Learning 100)	RR RD R C Sp W L	Perceptual and reading skills development using Flash-X, Tach-X, Aud-X, and Controlled Reader machines correlated to workbooks and kits	7-adult	9-14
EDL	Controlled Reading Skill Development Series Levels DD-M 15 titles per level	RD C R	Filmstrips correlated with cassette, study guides, and spirit masters. (New in 1975)	7-12+	4-13
EDL	EDL 300 Library Level GH Level IJ Level KL Level MN	RM RP	Classroom or lab selection of paperback books. 3 copies of each of twenty titles, a wire rack and set of student record cards	7-12	7-8 9-10 11-12 13-14
Educational Progress Corp. P.O. Box 45663 Tulsa, OK 74145	Audio Reading Progress Laboratory Level 7 Level 8	RD C V	Tapes and workbooks	7 8	7 8

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Educational Progress Corp.	Clues Magazine and Tray 1 16 titles Magazine and Tray 2 16 titles Magazine and Tray 3 16 titles	RR RM Dec V C	Magazines, cassettes and tests in comic book approach. Includes Dune Buggies, contemporary characters, with space exploration content	7-12	2.0-3.0 3.0-4.0 4.0-5.0
Educational Progress Corp.	How to Series 4 titles	SS	Taped lessons and teacher's guide on study skills	7-8	7
Fearon Publishers 6 Davis Drive Belmont, CA 94002	Adventures in Space 12 booklets	RM RR	High interest, short stories	4-12	2.5-3.5
Fearon Publishers	Building Safe Driving Skills	RCont RM	A supplemental textbook for Driver Education written in simple language	9-12	
Fearon Publishers	Pacemaker Classics Series 6 titles	RR RP RM	Masterpieces of fiction adapted to low reading level. Teacher's guide	7-12	2.1-2.8
Fearon Publishers	Pacemaker Storybooks Sets 1, 2, 3, 4 24 titles in all	RR RP RM	Realistic stories of contemporary problems. Teacher's guide	7-9	1.9-2.6
Fearon Publishers	Pacemaker True Adventures	RR RP RM	Exciting stories of famous people and historical events	7-9	2-2.5

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Fearon Publishers	Racing Series 5 titles	RR RM	Books illustrated with color photographs on different phases of motor racing	7-10	4.5
Gage Education Publ. Ltd. Toronto, Canada	Programmed Reading Kits 1 and 2	RR Dec C	Games for from 2-5 players taking from 5-20 minutes to play. Teaches specific skills	7-12	primary
Garrard Publ. Co. 510 N. Hickory St. Champaign, IL 61820	Target Books	RR RM	Easy to read biographies with mature format. Famous athletes, show people, and patriots are included	6-10	3-4
Garrard Publ. Co.	Toward Freedom	RR RM RCont	History and heritage of black Americans	6-9	6
Ginn & Company 125 - 2nd Ave. Waltham, MA 02154	Read Better, Learn More Levels A, B, C	SS RCont	Workbook for study skills in contemporary format	6-10	5-9
Ginn & Company	Reading 360 Level 14 Level 15 (5 titles each level)	RD V C	Basal texts, teacher's manual and placement tests	5-9	7 8
Globe Book Co. 175 Fifth Ave. New York, NY 10010	The Adapted Classics 46 titles	RR RP	Abridged and simplified versions of literary classics	7-12	4-10

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Globe Book Co.	Forms in Your Future	RD W	Provides experience in filling out actual forms of many types	7-12	varies
Globe Book Co.	Legends for Everyone	RR C	Collection of 24 stories from America's past. Softback. Teacher's guide and study aids provided	7-9	2-3
Globe Book Co.	Living City Adventure Series 3 titles	RR RM V	Modern situations of the city with believable characters. Multi-ethnic	7-12	4-5
Globe Book Co.	The Magnificent Myths of Man	RR C	Myths from different lands and periods of history - 29 in all. Teacher's guide available	7-9	4-5
Globe Book Co.	Modern Short Biographies	RR C V	Most of the men and women included in the biographies are living today. Anecdotes and quotations are featured Study aids and teacher's guide available	7-12	5-6
Globe Book Co.	Newspaper Workshop	RD W V	A text that helps students make use of their own local newspaper	7-12	7-9
Globe Book Co.	Real Experiences: Language in Everyday Use Books 1, 2, 3, 4	RR V C	Softback small books with conversational selections and practice with real forms (paycheck stub, appliance guarantee)	7-12	4-5
Globe Book Co.	Real Stories Books A, 1, 2	RR C	Actual news stories taken from well-known newspapers are the nuclei of reading lessons	7-9	3-4

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Globe Book Co.	Short World Biographies	RR C V	Similar to Modern Short Biographies	7-12	5-6
Globe Book Co.	Stranger than Fiction	RM	"Off-beat" content taken from magazine and newspaper articles	7-12	2-3
Globe Book Co.	World of Vocabulary	RR V	Workbook format with many photographs illustrating expository high interest material	7-12	3-8
Grolier Educational Corp.	Reading Attainment System 1 System 2	RR RM Dec C V	Reading selections, skills, and answer keys (kits)	7-12	 3-4 5-6
E. M. Hale and Co. 1201 S. Hastings Way Eau Claire, WI 54701	We Were There Series Getting to Know Series Reason Why Series	RR RCont	Simplified content in the Social Studies area	7-10 5-9 5-9	4-6 4-6 4-6
Harcourt Brace Jovanovich 757 3rd Ave. New York, NY 10017	Design for Good Reading 4 levels, A,B,C,D	RD V R C	Workbook format with essays for rate building and short selections for critical reading. Teacher's manual	9-12	9-12
Harcourt Brace Jovanovich	How to Read Your Newspaper	RR C	Text, keys, and teacher guides to supplement English or reading. Teaches how to read the newspaper	9-12	Low

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Harcourt Brace Jovanovich	Word Attack: A Way to Better Reading	RR Dec SS	Text for systematic remediation of word attack skills	7-12	Low
Harper and Row 49 East 33rd St. New York, NY 10016	Scope Series	RM	Written for bored and indifferent readers	7-12	
D. C. Heath 125 Spring St Lexington, MA 02173	The Heath Urban Reading Program Kit 1 Kit 2 Kit 3	RM	20 stories printed in tabloid form, filmstrips, records, teacher's guide, and spirit master activity sheets in each kit	7-9	5-6
D. C. Heath	Teenage Tales 6 titles	RM C	Short stories of teenage adventures with discussion questions at end of book	7-12	3-6
Houghton-Mifflin 777 California Ave. Polo Alto, CA 94304	Action I Series 4 titles	RM C SS	Contemporary literature of special interest to teenagers. Workbooks for reading skills	7-12	4-5
Houghton-Mifflin	Action II 4 titles	RM C SS	Same as above	7-12	5-6
Houghton-Mifflin	Houghton-Mifflin Readers Level 13 Level 14	RD	Basal texts, placement tests, spirit masters, and teacher's guide	7-9	7 8

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Houghton-Mifflin	North Star Series 15 titles			7-9	
Houghton-Mifflin	Reading Skills Lab Level 1, Boxes A & B Level 2, Boxes A & B Level 3, Boxes A &	SS V RCont C	Kit designed to develop independent study skills. Includes diagnostic tests and lab books	7-12	 4 5 6
Houghton-Mifflin	Riverside Reading Series			7-12	
I-Med 333 Quail Hollow Rd Felton, CA 95018	Crossword Puzzle Books	RCont V	Four (?) crossword puzzle books to develop vocabulary in Social Studies	7-12	7 and above
I-Med	Improve Your Reading Through Phonics	RR Dec Sp	Designed for older students with little background in phonics. Usable for English as a second language students	7-adult	1-3
I-Med	Perceptual Communication Skills Series Program 3	DV DA RR	Workbooks and tapes for developing good habits of listening as well as visual and auditory memory and auditory comprehension. (Lower levels are available)	7-12	7.0
International/ Communications Technology, Inc. Huntington, NY 11743	Guided Reader	IE	Filmstrips with correlated cassettes, skill development kits, and study guides. For use with Guided Reader	7-12	

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Instructional/ Communications	I/CT Story and Text Library Levels D - L	RD RR SS C Rate V	Filmstrips correlated cassettes, skill development kits, and study guides. For use with Guided Reader above	7-12	12+
Instructional/ Communications	Hi - A Hi - B Hi - C Many titles per level	RR SS C Dec V	Filmstrips with correlated cassettes and skill development kits, study guide. For use with Guided Reader above (New in 1975)	9-12	1-3
Jamestown Publ. P.O. Box 6743 Providence, RI 02904	Reading Drills	C R SS	For use with the college bound high school students needing to increase reading efficiency	9-12	9-12+
Jamestown Publ.	Selections from the Black 3 titles	C V SS	Contemporary writings by black authors	9-adult	6-12
Jamestown Publ.	Six Way Paragraphs	C			
Jamestown Publ.	The New Student	R SS L	Lessons on how to succeed in college, including training in memory, taking exams, etc.	11-12+	12+
Jamestown Publ.	Voices from the Bottom	C V SS	Contemporary selections about and by American Indians, Chicanos, and Puerto Ricans	9-adult	6-12

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Learning Concepts, Inc. 7601 Mentor Ave. Mentor, OH 44060	Video Reading Technics	RD RM C R SS	Video taped instruction using work-books and novels, pre and post tests included	7-adult	7-12+
Learning Trends (Div. of Globe Book Co.) Dept. F24, 175-5th Ave. New York, NY 10010	World of Vocabulary	V C	Workbooks for vocabulary development using photographs, puzzles, and Cloze technique	7-12	3
Literacy Volunteers of America, Inc. 3001 James St. Syracuse, NY 13206	Bibliography of Adult Basic Reading Materials	RR RM RCont	Resource book listing several hundred pieces of material giving reading difficulty of each	7-adult	1-6
Lyons & Carnahan 407 E. 25th St. Chicago, IL 60616	Spelling Games Kit Grade 6	RR S Dec	Games for more than 1 player to teach word attack skills and spelling	7-8	4-6(?)
Maret Company 1111 Maple Ave. Turtle Creek, PA 15145	Propaganda (game)	RD C	Game for 3-7 players that teaches recognition of propaganda techniques	7-12	7-12
Charles E. Merrill Publ. Co. 1300 Alum Creek Dr. Columbus, OH 43216	Building Reading Power 15 booklets	RR C	Concentrated remedial reading using non-consumable, self-correcting booklet	7-12	5

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Charles E. Merrill Publ. Co.	Merrill Mainstream Books 5 titles	RP RM	5 anthologies with no exercises at the end of units	7-12	4.0-7.5
Charles E. Merrill Publ. Co.	Merrill Mainstream Expanded Cassette Library 5 titles	RR RP RM L W	Individualized cassette program with study tapes for self-evaluation	7-12	
National Book Co. A Division of Ed. Research Assoc. 1019 S.W. 10th Ave. Portland, OR 97205	Help Yourself to Better Reading	RR SS	Designed for the young adult who reads poorly or not at all. Uses cassettes, student books, and dictionaries	9-adult	0-5(?)
National Book Co.	Monitor Instruction Program for Spelling	RR Sp	16 phonetic lessons on 8 records using a student syllabus and "key"	7-adult	2-5
National Book Co.	Tune In and Listen	L C V	Kit for teaching listening skills individually. Attending, following directions and vocabulary are stressed	7-12	
New Century Education Corp. 440 Park Ave. So. New York, NY 10016	Verbal Skills Curriculum	RR IV DA Dec L C Sp SS	Total reading program on tape using immediate feedback response sheets (chemical pen) and cassette players with self-pacing device. Inservice training and ongoing service are provided. Sold on cost per pupil or station basis	7-adult	0-12

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
New Readers Press Division of Laubach Literacy, Inc Box 131 Syracuse, NY 13210	Be Informed Series	C V L	20 units of easily read content including information regarding credit, buying a car or home, finding a job, etc.	9-adult	3.3-5
New Readers Press	Everyday Reading and Writing 12 titles Reading for Living Series 9 units	RR RM C	Several other books and/or workbooks are available including such topics as: career education, family health, sex education, mental health, driver education, alcohol and religion	9-adult 9-adult	5-6 5-6
New Readers Press	The New Streamlined English Series many titles	RR HW Dec C RCont	Material designed for tutoring the non-reader. Skills workbooks, tests, pamphlets, puzzles, and novelettes are included	9-adult	0-3
Open Court Publ. Co. Box 599 LaSalle, IL 61301	Breaking the Code	RR HW S Dec	Begins reading instruction at the beginning--uses spelling and handwriting to teach reading skills	7-12	1-3
Open Court Publ. Co.	World Traveler	RR RM	Monthly pamphlet produced in cooperation with Natl. Geographic magazine monthly	7-12	2-3
Pendulum Press The Academic Bldg. Saw Mill Road West Haven, CT 06516	Now Age Illustrated Books 24 titles	RP RM C V	Comic book format in paperback size. Sold separately or in kit with posters and exercise material	6-12	3.5-4.5

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Prentice-Hall Englewood Cliffs Nj 07632	Be a Better Reader Levels A, B, C Levels I, II, III, IV	RD RR C SS RCont	Workbook format to teach specialized skills in the content areas	7-12	7-12
Prentice-Hall	Developing Reading Efficiency	RD R	Workbook. Includes eye span training vocabulary, comprehension and rate development exercises	8-adult	10-14+
Prentice-Hall	Phoenix Reading Series Levels A, B, C 5 titles each level	RR Dec S C V	Designed to reteach reluctant readers. Non-fiction selections illustrated with photographs--texts (hardback and paper), workbooks, teachers guide, duplication masters, and tests	7-9	2-4
Psychotechnics 1900 Pickwick Ave. Glenview, IL 80025	Design for Good Reading Level I Level II	RD R C	Used especially to widen eye span and correct word-by-word reading	7-adult	7-12
Psychotechnics	Discovering Spelling Principles Level I Level II	RR Sp V	Deals with common spelling principles and uses 30 films at each level and a written exercise book	7-12	4-6 7-12
Psychotechnics	Improving Comprehension	C R	Correlated filmstrips and workbooks	9-adult	
Psychotechnics	Optimum Reading Achievement Program Level I Level II Level III	RD C V R	Films, books, student record booklet, and teacher's guide	7-adult	7-12

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Psychotechnics	Perceptual Training Films 4 titles	RR DV C	Develops visual discrimination and memory using letters and numerals	7-adult	1-3
Psychotechnics	Purdue Reading Films Level I Level II Level III	RR RD R	Filmstrips and workbooks that are used to train concentration, speed, and eye span	7-adult	7-9 9-12 College
Psychotechnics	Radio Reading Series Level I Level II	RD RR RM C V	Provides 30 stories at each level to present directed reading lesson on cassette. Student booklet and teacher's guide included	7-12	 3-5 6-8
Psychotechnics	Rate and Rhythm	RR C V	Stresses phrase reading	7-12	4-6
Psychotechnics	Remedial Film Programs	RR Dec V	Tachistoscopic film material and response sheets	7-adult	1-6
Psychotechnics	Shadowscope Reading Pacer	IE	Moving light paces student from very slow to over 2,000 words per minute in his own material		
Psychotechnics	Tachomatic 500	IE	Projector for group use that provides for variable speeds and may be remotely controlled		

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Psychotechnics	T-Matic 2 models: 150, 150B	IE	Variable speed tachistoscopic film-strip projector for individual use or small group		
Random House, Inc. 201 E. 59th St New York, NY 10022	Challenger Book	RM RR	About black and Spanish speaking young people written by young authors	7-12	Low
Random House	Criterion Reading	DR C SS RCont	Diagnostic-prescriptive skills program (450 skills)	7-12+	7-12+
Random House	High Intensity Learning System	RD RR Dec C SS V WH	A systematic diagnostic approach based on 475 objectives in reading and using many materials from various publishers	7-12	2-12
Random House	Skillpacers	RR C	Used to remediate skills of Pacemaker books	7-12	7-12
Random House	Random House Reading Program (Pacemakers)	C V	Individualized reading program	1-12	2-12
Random House	Mag Bag	C	Kit	7-12	
Readers Digest Services, Inc. Pleasantville, NY 10570	Adult Readings	RR C RCont	Kit - 3 copies of each of 60 information leaflets	7-12+	4-9

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Readers Digest	Help Yourself to Improve Your Reading 4 books	C SS	Teaches how to read for different purposes	7-10	6-12+
Readers Digest	Readers Digest Skill Builders 24 books	RD C R	Real life content with work analysis and comprehension exercises	7-12+	4-9 2-8
Readers Digest	Readers Digest Adult Reader	RR C V	Same as above but at very low level. Large print	4-12	1-4
Readers Digest	Readers Digest Readings 6 books	C V RR	Workbook - Illustrated short stories. May be used for adults learning English as second language	7-12	1-6
Scholastic Book Service 904 Sylvan Ave. Englewood Cliffs, NY 07632	Action Libraries Levels I, II, III, IV 5 titles each	RR RP V	Each library contains 4 copies of each of 5 titles of mature content. Ditto masters for skills	7-12	2-4
Scholastic	Action Units I, II, III	RR Dec V C W	Books, records, and posters using contemporary content. Also includes word attack skills on spirit masters	7-10	2-5

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Scholastic	American Adventures 4 titles	RR L RCont	A multimedia program designed to teach social studies content and reading skills together. Correlated filmstrips and cassettes are available	7-12	4-6
Scholastic	Doubleaction Units I, II, III	RR Dec V C W	Same as Action listed above	7-12	3-5
Scholastic	Go 5 titles Level 7	RR Dec C RCont	Workbooks, ditto masters, and teacher's guide for use with the below level reader. Language arts, social studies, science, and math included in the content	7-12	2-7.5
Scholastic	Paperback Libraries gr. 7 gr. 8	RP	50 titles in each library	7-12 7-12	range range
Scholastic	Reluctant Readers Libraries Junior Library A Junior Library B Senior Library A Senior Library B		2 copies of each of 25 titles in each library. Teacher's guide included	 7-9 7-9 7-12 7-12	 3-7 3-7 4-8 4-8
Scholastic	1 Scope/Plays Series I, 4 titles Series II, 4 titles Series III, 3 titles	RM	Adaptations of screen plays, short stories, etc	7-9	4-6 4-6 4-6

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Scholastic	3 Scope/Skills 10 titles	RR Dec C V R SS	Workbooks of puzzles, contemporary stories, etc. One title for career education	7-12	4-6
Scholastic	Scope/Visuals 6 titles	C Dec	Transparencies, crossword puzzles	7-12	4-6
Scholastic	Sprint Library Level 3 5 titles	RR Dec C	4 copies of each title with ditto masters and teacher's guide	7-8	3-3.4
	Level 4 5 titles	RR Dec C	Same as above	7-8	3.5-4
Science Research Associates, Inc. (SRA) 259 E. Erie St. Chicago, IL 60611	Better Reading Books Book 1 Book 2 Book 3	C R	Text, progress folder, and teacher's guide	7-12	 5-6.9 7-8.9 9-10.9
SRA	College Reading Program Level 1 Level 2	C V SS R	Individualized instruction. 4 page reading selections, answer sheets, keys, student books, and teacher's guide	9-12	Approx. 7-14
SRA	Corrective Reading Program (CRP) 3 titles	RR Dec Sp V C	Consumable workbooks, placement tests, and teacher's manual. Uses teacher-student contract technique	7-12	0-6

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
SRA	Cracking the Code	RR Dec	Introduces sound spelling relationships. Text, workbooks, and teacher's guide	7-9	3-6
SRA	Design for Reading Level 7 Level 8	C R V	Color coded as to difficulty. Books, workbooks, and teacher's manual	7-8	4-9
SRA	Dimensions in Reading (American album)	RCont C	300 reading cards on history of America	7-12	3-8.9
SRA	Dimensions in Reading (Manpower and Natural Resources)	RM RCont	Information from popular magazines on occupations and conservation	7-12	4.0-11.9
SRA	Getting It Together Level 1 Level 2 Level 3	RR C RCont	Mature content in easy reading. Tests, resource book, and teacher's manual featuring open ended questioning	7-12	 2-3 3-4 5-6
SRA	How to Read Factual Literature Book 1 Book 2 Book 3	C SS RCont	Designed to develop specific reading skills in expository material	7-adult	 7-8 9-10 11-12
SRA	New Rochester Occupational Reading Series Level 1 Level 2 Level 3	RR C	Text, 5 exercise booklets and teacher's guide at each level. Content develops positive attitude toward working world	9-12	 2 3-4 4-5

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
SRA	Reading Laboratories	C	Skill building materials to provide		
	Kit III a	R	for many abilities found within a	7-12	3.5-11
	Kit III b	SS	single classroom	7-12	5-12
	Kit IV a			9-12	8-14
SRA	Reading for Understanding	RD	Diagnostic approach to interpretive		
	General	C	teaching skills	7-12	5-12+
	Senior	R		8-12	6-12+
SRA	Student Reading Improvement	C	"How to" books on reading skills,	7-12	8-14
	Texts	V	vocabulary, study skills, and speed		
	5 titles	SS			
SRA	We Are Black	RM	Selections from books and periodicals written by and about black people and culture. Filmstrips available	7-14	2-6
Scott Foresman & Co.	Ace Program	RR	Designed for the secondary student with		
1900 East Lake Ave.	Levels 301, 302	H	deficiencies in all of the language	7-10	4-6
Glenview, IL 60025	Levels 401, 402	Sp	arts	8-11	4-6
	Level 501	C		9-12	6-7
		V			
		SS			
Scott Foresman	Basic Reading Skills	V	Workbook with tapes and matched	7-12	6-8
		C	transparencies		
		SS			
Scott Foresman	The Galaxy Program	RD	Developmental reading/literature	7-12	6-10
	6 titles	RM	program correlated to Tactics in Reading (skills)		

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Scott Foresman	Open Highways Program 2 titles	RR C V SS	Basal reading series with texts and workbooks for slower students. Placement tests, duplicating masters and teacher's manual	7-8	4-6
Scott Foresman	Reading Skills for Young Adults	C R	Book correlated with Compass (gr. 12 Galaxy)	12+	10-12
Scott Foresman	Reading Systems Levels 22-27 3 titles for gr. 7 3 titles for gr. 8	RD RCont C SS V	Texts, workbooks, teacher's manuals, and ditto masters. Available in 3 paperbacks at each level or 1 hardback.	7-8	7-8
Scott Foresman	Tactics in Reading A & B (gr. 7 & 8) I & II (gr. 9 & 10) III (gr. 11)	RD C V R	Diagnostice and evaluative tests for prescriptive teaching. Tactics I and II available in kit or workbook format, others workbook only. Teacher's manual	 6-10 7-12 9-12	 6-8 8-9 10
Scott Foresman	Vocabulary Development Program Vol. A Vol. B Vols. 1-4	RD V	Workbooks and cassettes/records for vocabulary development, includes structural analysis exercises	7-12	 7 8 9-12
Silver Burdett	Success in Reading Books 1-6	RD C SS	Small workbook Books 1-3-5 develop skills Books 2-4-6 give added practice in skills presented in previous book	6-12	6-10

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Singer Education 3750 Monroe Ave. Rochester, NY 14603	Projection Reader, Senior & Junior Models	IE	Projection reading device that varies speed while developing eye coordination and mobility, to train concentration and comprehension. (Group instruction)		
Singer Education	Reader Mate	IE	Same as above except that separate screen is not necessary. Used individually		
Singer Education	Singer Projection Reader Programs 5 programs	RD RR C	Filmstrip programs to be used with machines listed above. Workbooks and teacher's guide available	7-12	5-14+
Singer Education	American's Color Caravan	RD Rate C RM	Filmstrip program with consumable workbook. Context relates to minority groups	7-12	7-12
Steck Vaughn Co. P.O. Box 2028 Vaughn Bldg. Austin, TX 78767	Activities for Reading Improvement Book 1 Book 2 Book 3	RR V C	Workbooks to help prepare junior high student who needs reading improvement for high school work	7-adult	 7 8 9
Steck Vaughn	Gateways to Correct Spelling	S	Workbook intended to improve spelling for secondary students	7-12	7-12
Steck Vaughn	Perfecting Reading and Writing Skills Experience 1 Experience 2 Experience 3	RD W C	High level reading and writing skills for the college bound student	7-adult	10 11 12

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Steck Vaughn	You and Your Money	RCont	Workbook for adult reader	7-adult	3-4
	Basic Reading Book 1 Book 2	RR C V	20-30 lessons per book - fictional selections	7-adult	5-6
Troll Associates 320 Rt. 17 Mahwah, NJ 07430	Racing Wheels and 6 other titles	RM		7-12	4-9
Webster/McGraw Hill 1221 Ave. of the Americas New York, NY 10020	City limits 1 and 2 12 titles	RR RP	Multi-ethnic dramatic stories written in mature manner	7-12	5-7
Webster/McGraw-Hill	Conquests in Reading	RR Dec SS	Workbook text format. Teaches and reviews initial reading skills	7-9	3-5
Webster/McGraw-Hill	Every Reader Series 20 titles	RR RM	High interest, well known novels adapted for poor readers	7-12	3-4
Webster/McGraw-Hill	The Magic World of Dr. Spello	Sp Dec HW	Reviews and presents systematic practice in early decoding skills, word analysis, and spelling	7-12	2-5
Webster/McGraw-Hill	Plus 4 Reading Booster	RR Dec C V Sp	Designed especially for students below grade 4 in reading achievement	7-9	non-reader 6.4

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Webster/McGraw-Hill	Programmed Reading for Adults	RR	Self-correcting workbook format	7-12	1-6
Webster/McGraw-Hill	Reading for Concepts	RR C RCont	Non-fiction short selections built on a hierarchy of comprehension skills in all academic disciplines	7-12	1.6-6.8
Webster/McGraw-Hill	Reading Incentive Series 5 titles	RR RP	Exciting books written for pleasure--reading--no tests or exercies included	7-9	3-7
Webster/McGraw-Hill	Reading Shelf 1 and 2 19 titles	RR RP	Adaptations of well known books for the poor reader	7-12	4-6
Young Readers Press 1 West 39th Street New York, NY 10018	Raceway Paperbacks 6 titles	RM RP	Contemporary subject matter including racing, drugs, athletics. Teacher's guide, posters, display rack	8-12	3.5-4.5
Xerox Education Publication Box 1195 Columbus, OH	Know Your World	RR	Current events weekly newspaper	4-12	2-3
Xerox	Pal Paperbacks Kits A, B	RM RP	Paperbacks. Adventure and sports stories. May be purchased separately or in kit form which includes poster, teacher's guide and storage. Color coded for difficulty level	4-12	1.5-5.5
Xerox	Reading Success	RR Dec	Workbook - comic book format	5-12	2-6
Xerox	You and Your world	RR	Same as Know Your World	7-12	3-5

SUGGESTED STANDARDIZED READING TESTS FOR
USE AT THE SECONDARY LEVEL

Note: This is not an exhaustive list and no endorsement is implied.

Publisher	Title	Publication or Revision Date	Purposes of Measurement	Level	Type
American Guidance Service Inc. Publisher's Bldg. Circle Pines, MN 55014	Peabody Individual Achievement Test (PIAT) Volume I and II	1973	Determines individual levels of knowledge as well as basic skills	1-12	Survey
American Guidance Service	Woodcock Reading Mastery Tests	1973	Letter and word identification, word attack, and word and paragraph comprehension	1-12	Diagnostic
American Testing Co. 6301 S.W. 5th St. Fort Lauderdale, FL 33317	Reading Diagnostic Probes (Systems Approach to Reading Analysis) SARA II	1970	Structural analysis and study skills	3-9	Diagnostic
Bobbs-Merrill Co., Inc. 4300 W. 62nd St. Indianapolis, IN 46268	Lincoln Diagnostic Spelling Tests (advanced)	1962	Spelling correlated to pronounciation and use of rules	8-12	Diagnostic
Bobbs Merrill	Traxler High School Reading Test	1967	Comprehension and rate	10-12	Survey
Bobbs Merrill	Traxler Silent Reading Test	1969	Vocabulary, comprehension, and rate	7-10	Survey
Brigham Young University Press 205 UPB, Provo, UT 84601	Sucher-Allred Reading Placement Inventory	1971	Placement test in word recognition and paragraph comprehension. Provides independent, instructional, and frustration levels	1-9	Placement

Publisher	Title	Publication or Revision Date	Purposes of Measurement	Level	Type
Wm. C. Brown Book Co. 2460 Keiper Blvd. Dubuque, IA 52001	Silvaroli Classroom Reading Inventory	1969	Uses oral and silent reading to determine independent, instructional, and frustration levels. Individual test except for section on spelling	2-8	Diagnostic
CAL Press, Inc. 76 Madison Ave. New York, NY 10016	Reading/Everyday Activities in Life	1972	Functional literacy	7-12 for poor readers	Specialized use
Committee on Diagnostic Reading Tests, Inc. Mountain Home, NC 28758	Diagnostic Reading Tests (upper level)	1971	Vocabulary, comprehension, and word attack	7-12+	Survey and Diagnostic
Cooperative Tests and Services Princeton, NJ 08540	ANPA Foundation Newspaper Test	1969	Ability to read and understand newspapers	7-12	Special use
CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940	California Achievement Tests: Reading	1970	Vocabulary, comprehension, and study skills	7-12	Achievement
CTB/McGraw-Hill	California Phonics Survey	1963	Decoding, word opposites, and sight vocabulary	7-12+	Survey/ Diagnostic
CTB/McGraw-Hill	Comprehensive Tests of Basic Skills: Reading	1969	Vocabulary, comprehension, and study skills	6-12	Survey
CTB/McGraw-Hill	Diagnostic Reading Scales	1972	Word recognition, reading potential, and determination of independent, instructional, and frustration levels	1-6 7-12 for retarded readers	Diagnostic

Publisher	Title	Publication or Revision Date	Purposes of Measurement	Level	Type
CTB/McGraw-Hill	McGraw-Hill Basic Skills Systems: Reading	1970	Comprehension and flexibility of rate	11-12+	Survey
CTB/McGraw-Hill	Spache Diagnostic Reading Scales	1963	Vocabulary, decoding, and silent and oral reading	1-8	Diagnostic
CTB/McGraw-Hill	Survey of Reading Achievement	1959	Vocabulary, comprehension, study skills, and following directions	7-12	Survey
Educational Developmental Laboratories 1221 Avenue of the Americas New York, NY 10020	Reader's Inventory	1963	Interests and attitudes	9-12+	Survey
Educational Testing Service Princeton, NJ 08540	Cooperative English Tests: Reading Comprehension	1960	Vocabulary, speed, and accuracy	9-12	Survey
Educational Testing Service	Sequential Tests of Educational Progress (STEP) Series II, Reading	1969	Comprehension	4-12+	Survey
Follett Publishing Co. 1010 W. Washington Blvd. Chicago, IL 60607	Adult Basic Education Survey	1967	Vocabulary and comprehension	9-12 for poor readers	Specialized use
Follett	Botel Reading Inventory (one subtest must be administered individually)	1970	Vocabulary, decoding, word opposites, listening skills, and determination of independent, instructional, and frustration levels	1-12	Diagnostic

Publisher	Title	Publication or Revision Date	Purposes of Measurement	Level	Type
Follett Publishing Co.	Individual Reading Placement Inventory (IRPI)	1969	For older students and adults who read up to grade 7. Determines independent, instructional, and frustration levels	to grade 7	Diagnostic
Guidance Testing Associates 6516 Shirley Ave. Austin, TX 78752	Tests of Reading (Group tests in English and Spanish)	1967	Vocabulary and comprehension for Spanish speaking students	7-12+	Specialized use
Guidance Testing Associates	Wide Range Achievement Test	1965	Placement in reading, arithmetic, and spelling (individual test for reading)	1-12	Placement
Harcourt Brace Jovanovich 757 Third Ave. New York, NY 10017	Brown-Carlsen Listening Comprehension Test	1955	Listening ability in sequencing, details, main idea, and following directions	7-12	Specialized use
Harcourt Brace Jovanovich	Durrell Analysis of Reading Difficulty	1955	Oral and silent reading, determination of independent, instructional, and frustration levels. Visual memory and spelling included	1-6	Diagnostic
Harcourt Brace Jovanovich	Durrell Listening Reading Series (advanced 7-9)	1970	Vocabulary, listening, and comprehension	1-9	Survey
Harcourt Brace Jovanovich	Gilmore Oral Reading	1968	Comprehension, rate, and accuracy	1-8	Oral Diagnostic

Publisher	Title	Publication or Revision Date	Purposes of Measurement	Level	Type
Harcourt Brace Jovanovich	Iowa Silent Reading Tests	1973	Vocabulary, comprehension, study skills, and rate	6-12	Survey
Harcourt Brace Jovanovich	Stanford Achievement Tests (advanced paragraph meaning)	1966	Comprehension	7-12	Achievement
Harcourt Brace Jovanovich	Stanford Diagnostic Reading Test, Level II	1966	Vocabulary, comprehension, decoding, auditory skills, and rate	4.5-8.5	Diagnostic
Houghton-Mifflin 110 Tremont St. Boston, MA 02107	Iowa Tests of Educational Development	1961	Study skills and reading comprehension in content areas of social studies, science, and literature	9-12	Achievement
Houghton-Mifflin	Nelson-Denny Reading Test	1973	Vocabulary, comprehension, and rate	9-12+	Survey
Houghton-Mifflin	Nelson Reading Test	1962	Vocabulary and comprehension	3-9	Survey
Psychological Corp. 304 E. 45th St. New York, NY 10017	The Davis Reading Test	1961	Level and speed of comprehension	8-12+	Survey
Revrac Publications 1535 Red Oak Drive Silver Spring, MD 20910	Basic Reading Rate Scale	1971	Rate of reading	3-12	Specialized use
Revrac Publications	Carver-Darby Chunked Reading Test	1970	Comprehension, accuracy, and rate	9-12+	Specialized use

Publisher	Title	Publication or Revision Date	Purposes of Measurement	Level	Type
Revrac Publications	Reading Progress Scale	1971	Comprehension using modified cloze procedure of paragraph completion	1-12	Survey
Scholastic Testing Service Inc. 480 Meyer Road Bensenville, IL 60106	The Adult Basic Reading Inventory (BRI)	1966	For functionally illiterate adolescents and adults. Measures vocabulary, listening, and comprehension	non-reading secondary students and adults	Specialized use
Scholastic Testing Service Inc.	Diagnostic Reading Test (advanced level)	1970	Word meaning, study skills, rate, and comprehension	7-8	Survey
Science Research Associates 259 E. Erie St. Chicago, IL 60611	Iowa Test of Educational Development (ITED)	1970	Vocabulary and comprehension	9-12	Achievement/ Survey
SRA	Reading-Arithmetic Index	1970	Vocabulary, decoding, comprehension of phrases, sentences and paragraphs	9-12+	Survey
SRA	SRA Achievement Series	1963	Comprehension, vocabulary, and study skills	1-9	Achievement
SRA	SRA Reading Record	1968	Ten different reading areas including vocabulary, study skills, comprehension, and rate	6-12	Survey

Publisher	Title	Publication or Revision Date	Purposes of Measurement	Level	Type
Teachers College Press 1234 Amsterdam Ave. New York, NY 10027	Gates - McGinitie Reading Tests Survey E and F	1970	Vocabulary, comprehension, speed, and accuracy	7-12	Survey
Teachers College Press	Gates - McKillop Reading Diagnostic Test	1962	Decoding in context, oral individual test (28 sections)	1-8	Diagnostic
University of Illinois (Critical Thinking Project) Urbana, IL 61801	The Cornell Critical Thinking Test	1971	Comprehension	7-12	Specialized use

SUGGESTED PERIODICALS FOR AN SRSC

Note: This is not an exhaustive list and no endorsement is implied.

Title	Subscription Address	Title	Subscription Address
Athletic Journal	Athletic Journal Publ. Co. 1719 Howard St. Evanston, IL 60202	Craft Horizons	American Crafts Council 16 E. 52nd St. New York, NY 10022
Arizona Highways	Arizona Highway Department 2039 W. Lewis Ave. Phoenix, AZ 85009	Cycle	Ziff-Davis Publ. Co. Portland Place Boulder, CO 80313
Baseball Digest	Baseball Digest P.O. Box 5033 Des Moines, IA 50306	Dirt Bike	Hi-Torque Publications 16200 Ventura Blvd. Encino, CA 91316
Boating	Ziff-Davis Publ. Co. Portland Place Boulder, CO 80313	Dune Buggies and Hot VWs	Bond/Parkhurst Publications 1499 Monrovia Ave. Newport Beach, CA 92663
Car and Driver	Ziff-Davis Publ. Co. Portland Place Boulder, CO 80313	Ebony	Johnson Publ. Co. 1820 S. Michigan Chicago, IL 60616
Car Craft	Peterson Publ. Co. 5959 Hollywood Blvd. Los Angeles, CA 90028	Electronic World	Ziff-Davis Publ. Co. Portland Place Boulder, CO 80313
Coin World	Sidney Printing and Publ. Co. 119 E. Court St. Sidney, OH 45365	Elementary Electronics	Davis Publications 229 Park Ave. So. New York, NY 10003

Title	Subscription Address	Title	Subscription Address
Field and Stream	Holt, Rinehart & Winston 383 Madison Ave. New York, NY 10017	Know Your World	Xerox Education Publications Education Center Columbus, OH 43216
Focus	Xerox Education Publications Education Center Columbus, OH 43216	Mechanix Illustrated	Fawcett Publ. Co. 67 W. 44th St. New York, NY 10036
Glamour	Conde' Nast Publ. Co. 420 Lexington Ave. New York, NY 10017	Modern Bride	Ziff-Davis Publ. Co. Portland Place Boulder, CO 80313
Hot Rod	Peterson Publ. Co. 5959 Hollywood Blvd. Los Angeles, CA 90028	Motor Trends	Peterson Publ. Co. 5959 Hollywood Blvd. Los Angeles, CA 90028
Ingenue	Dell Co. 750 Third Ave. New York, NY 10017	Motorcycle	Peterson Publ. Co. 5959 Hollywood Blvd. Los Angeles, CA 90028
Jet	Johnson Publ. Co. 1820 S. Michigan Chicago, IL 60610	Nature and Science	American Museum of Natural History Central Park West and 79th St. New York, NY 10024
Junior Natural History	American Museum of Natural History Central Park West and 79th St. New York, NY 10024	Newsweek	Newsweek, Inc. 444 Madison Ave. New York, NY 10022

Title	Subscription Address
Outdoor Life	Outdoor Life Subscription Department Boulder, CO 80302
People	People-to-People International 2201 Grand Ave. Kansas City, MO 64108
Popular Word Games	Popular Word Games P.O. Box 3730 Marion, OH 43302
Popular Electronics	Ziff-Davis Publ. Co. Portland Place Boulder, CO 80313
Popular Photography	Ziff-Davis Publ. Co. Portland Place Boulder, CO 80313
Popular Science	Popular Science Publ. Co. Boulder, Co. 80313
Read	Xerox Education Publications Education Center Columbus, OH 43216
Road and Track	Bond/Parkhurst Publications 1499 Monrovia Ave. Newport Beach, CA 92663
Sailing	Port Publications, Inc. 125 E. Main St. Port Washington, WI 53074
Science Digest	Science Digest 250 W. 55th New York, NY 10019
Seventeen	Triangle Publications Radnor, PA 19088
Skiing	Ziff-Davis Publ. Co. Portland Place Boulder, CO 80313
Skin Diver	Peterson Publ. Co. 5959 Hollywood Blvd. Los Angeles, CA 90028
Sport	Sport, McFadden-Bartell Corp. P.O. Box 5016 Des Moines, IA 50306
Sporting News	Sporting News 1212 N. Lindbergh Blvd. St. Louis, MO 63166
Sports Afield	Hearst Publ. Co. 57th St. and 8th Ave. New York, NY 10019

Title	Subscription Address
Sports Illustrated	Time, Inc. 541 N. Fairbanks Crt. Chicago, IL 60611
Sports Women	Jenson-Fane 3455 Elm St. P.O. Box 7771 Long Beach, CA 90807
Stamps	H. L. Lindquist Publ., Inc. 153 Waverly Pl. New York, NY 10014
Teen	Peterson Publ. Co. 5959 Hollywood Blvd. Los Angeles, CA 90028
∞ ∞ Teen Times	Future Homemakers of America U.S. Office of Health, Education and Welfare Washington, D.C. 20002
Travel	Travel Magazine Travel Bldg. Floral Park New York, NY 11001
Wheels Afield	Peterson Publ. Co. 5959 Hollywood Blvd. Los Angeles, CA 90028
Women's Sports	Women's Sports 1660 S. Amphlett Blvd. San Mateo, CA 94402

PERIODICALS OF ETHNIC INTEREST

Note: This is not an exhaustive list and no endorsement is implied.

Title	Subscription Address
Asian American Family Affair	The Asian Family Affair, Inc. P.O. Box 3445 Seattle, WA 98114
Bridge	Basement Workshop, Inc. 22 Catherine St. New York, NY 10038
Ebony	Johnson Publ. Co. 1820 S. Michigan Chicago, Il 60616
Entrelineas	Francisco H. Ruiz Co-Editor and Publisher Penn Valley Community College 560 Westport Rd Kansas City, MO 64111
Indian Voice	Native American Publ. Co. P.O. Box 2033 Santa Clara, CA 95050
The Indian Voice	Small Tribes Organization of Western Washington 33324 Pacific Highway S. Federal Way, WA 98002
Jade Magazine	Jade Magazine 8240 Beverly Blvd. Los Angeles, CA
Jet	Johnson Publ. Co. 1820 S. Michigan Chicago, IL 60616
La Luz	Minority Material Distribution Center G.S.A. Bldg. 41 P.O. Box 25426-A Denver Federal Center Denver, CO 80225
Northwest Indian News	Northwest Indian News P.O. Box 4322 Pioneer Square Station Seattle, WA 98104
Wassaja	American Indian Historical Society 1451 Masonic Ave. San Francisco, CA 94117

MISCELLANEOUS MATERIALS OF INTEREST* (EXAMPLES)

*This is not an exhaustive list and no endorsement is implied.

Title	Publishers	Interest Level
Catalogs:		
Boating and Fishing	Sears, Roebuck and Company	7 - Adult
Imported Cars	Sears, Roebuck and Company	7 - Adult
Jeep and Scout	Sears, Roebuck and Company	7 - Adult
Western	Sears, Roebuck and Company	7 - Adult
Automotive Parts and Accessories	J. C. Whitney and Company 1917 - 19 Archer Avenue P. O. Box 8410 Chicago, Illinois 60680	7 - Adult
	(available at many newstands @ $1.00)	7 - Adult
Games*:		
Word Power	Avalon Hill Company 4517 - Harford Road Baltimore, Maryland 21214	7 - Adult
Shakespeare	Avalon Hill Company	7 - Adult

*Commercial games are sometimes appropriate also; for example, Scrabble, Scrabble, Jr., Spill and Spell, etc.

SOME WELL-KNOWN NEWSPAPERS OF THE UNITED STATES

Appleton Post-Crescent
306 West Washington Street
Appleton, Wisconsin 54911

Bakersfield Californian
1707 I Street
Bakersfiled, California 93302

Bartlesville Examiner-Enterprise
3rd and Osage
Bartlesville, Oklahoma 74004

Baton Rouge Advocate
525 Lafayette Street
Baton Rouge, Louisiana 70802

Boston Globe
135 Morrissey Boulevard
Boston, Massachusetts 02107

Charleston Gazette
1001 Virginia Street, East
Charleston, West Virginia 25301

Christian Science Monitor
One Norway Street
Boston, Massachusetts 02115

Coos Bay World
4th and Bennett
Coos Bay, Oregon 97420

Dallas News
Communications Center
Dallas, Texas 75222

Dallas Times Herald
1101 Pacific
Dallas, Texas 75202

Den Post
P. O. Box 1709
Denver, Colorado 80201

Denver Rocky Mountain News
400 West Colfax
Denver, Colorado 80204

Detroit Free Press
321 West Lafayette Avenue
Detroit, Michigan 48231

Detroit News
Lafayette Boulevard, and 2nd Avenue
Detroit, Michigan 48231

District of Columbia News
1013 Thirteenth Street
Washington, D.C. 20005

Dothan Eagle
203 North Oates Street
Dothan, Alabama 36302

SOME WELL-KNOWN NEWSPAPERS OF THE UNITED STATES (cont.)

Flint Journal
200 East First Street
Flint, Michigan 48502

Hawaii Hochi
917 Kokea Street
Honolulu, Hawaii 96813

Honolulu Advertiser
605 Kapiolani Boulevard
Honolulu, Hawaii 96813

Hollywood Citizen News
1545 North Wilcox Avenue
Hollywood, California 90028

Houston Chronicle
512-20 Travis Street
Houston, Texas 77001

Las Vegas Review Journal
P. O. Box 70
Las Vegas, Nevada 89101

Los Angeles Herald-Examiner
1111 South Broadway
Los Angeles, California 90054

Los Angeles Times
Times-Mirror Square
Los Angeles, California 90053

Louisville Courier-Journal
525 West Broadway
Louisville, Kentucky 40201

Memphis Commercial Appeal
495 Union Avenue
Memphis, Tennessee 38101

New Orleans Times-Picayune
3800 Howard Avenue
New Orleans, Louisiana 70140

Oklahoman
500 North Broadway
Oklahoma City, Oklahoma 73102

Pendleton East Oregonian
211 S.E. Byers
Pendleton, Oregon 97801

Pittsburgh Press
Press Publishing Co. - Box 566
Pittsburgh, Pennsylvania 15230

Pueblo Chieftain
825 West 6th Street
Pueblo, Colorado 81002

The Record American
5 Winthrop Square
Boston, Massachusetts 02106

SOME WELL-KNOWN NEWSPAPERS OF THE UNITED STATES (cont.)

Reno Nevada State Journal
401 West 2nd Street
Reno, Nevada 89540

Sacramento Bee
21st and Q Streets
Sacramento, California 95813

San Diego Union Tribune
Union-Tribune Building
San Diego, California 92112

San Francisco Examiner
5th and Mission Streets
San Francisco, California 94103

San Juan Imparcial, El
Commercio Street 450
San Juan, Puerto Rico 00912

San Juan Star
P. O. Box 4187
San Juan, Puerto Rico 00905

Seattle Post Intelligencer
6th and Wall
Seattle, Washington 98111

Seattle Times
Fairview North and John
Seattle, Washington 98009

Topeka Capital
Eighth and Jackson Streets
Topeka, Kansas 67202

Washington Post
1515 L Street N.W.
Washington, D.C. 20005

Wichita Beacon
825 East Douglas
Wichita, Kansas 67202

York Dispatch
15-21 East Philadelphia Street
York, Pennsylvania 17405

Provided by: John McFarland, Educational Consultant, The Seattle Times

NEWSPAPERS FROM FOREIGN COUNTRIES

WRITTEN IN ENGLISH

ARGENTINA

Buenos Aires Herald
25 de Mayo, 596
Buenos Aires, Argentina

AUSTRALIA

The Sun-Herald
Sydney, Australia

BRAZIL

Brazil Herald
Rua de Rezende, 65
Rio De Janeiro, Brazil

ENGLAND

London Daily Express
I. McColl, Editor
London, England

FRANCE

International Herald Tribune
Paris, France

IRELAND

Irish Independent
Aiden Pender, Editor
Dublin, Ireland

ITALY

Daily American
23 Via due Marcelli
Rome, Italy

MEXICO

The News
Balderos 87
Mexico City, Mexico

Provided by: John McFarland, Educational Consultant, The Seattle Times

HOW MUCH WILL IT COST
(Estimated Cost Analysis)

1. PLANS What do we want to happen?	2. NEEDS What do we need to make it happen?	3. ESTIMATED COST		
Information taken from Outline of the Major Planning Decisions p. _____. Activity 1 Activity 2 Activity 3 etc.	People Yes ___ No ___ Number _____ What will they do? Materials/Equipment/ Furniture, etc. needed? Yes _____ No ____ List on following sheet (page 2)	People Certificated Salary + Benefits Cost_____ Non-Certificated Salary + Benefits Cost _____ Total _____	Inservice Certificated Hrs.____ Days ___ Cost____ Non-Certificated Hrs.____ Days ___ Cost_____ Sub Total 1_____ Consultant fees Sub Total 2_____ Inservice Materials Listed on following sheet (page 2) Number of each kind needed ____@_____ ____@_____ ____@_____ ____@_____ ____@_____ ____@_____ ____@_____ Sub Total 3____	Material from (column 2) Number of each: ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ Sub Total 1_____ Equipment/Furniture Listed on following sheet (page 2) Number of each kind needed ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ Sub Total 2_____
		People Total_____	Inservice Total 1 + 2 + 3 _____	Material/Equip./ Furn. 1 + 2 Total_____
				Total of all costs: _____

HOW MUCH WILL IT COST
(Estimated Cost Analysis) page 2

Program Materials	Equipment/Furniture	Inservice Materials

How

POTPOURRI OF HELPS

FOR THE TEACHER . . .

GOAL SETTING QUESTIONNAIRE
To Be Read Aloud By the Teacher

To the teacher:

The purpose of this questionnaire is threefold: (1) to help establish a trust level, (2) to learn more about the individual students, and (3) to learn how they perceive their problems and goals in reading.

Begin by telling the students about yourself. If you expect them to answer these questions honestly, try to create a climate that will foster open communication.

Instructions to the class: Please number from 1 to 11. Say, "I would like to know certain things about you so that you and I together can plan your reading program for this year. Your answers will help us plan your program and I will keep what you have written private. Other students will not see your answers and I will not show your answers to other teachers without your permission."

1. When was your last reading class?

2. Write the number of books you read all the way through last semester. You may include textbooks. If you read none, draw a line.

3. Name your favorite book. If you cannot think of a favorite book, draw a line.

4. List your strengths and weaknesses in reading (suggest several). "I read well silently but poorly when I read out loud." Or vice versa, "I have trouble pronouncing words." "I read too slowly." "I have trouble reading a certain textbook, e.g., math, science, social studies." "I forget what I read too soon."

5. What would you like to accomplish in reading this semester? Listen before you write. Would you like to read faster? Understand what you've read better? Want to read more books? Like to read plays or choral poems? Get better at following written directions and remember what you've read or pronounce new words quickly? Practice filling out real forms like job applications, etc.?

6. In a brief sentence explain anything I need to know about any problems you have. Do you have a temper? With whom are you most likely to talk in this class? Are you under medication? Do you need to wear glasses? Do you wear them most of the time?

7. What skills in reading have you worked on before? When?

8. What skills work do you like to do in reading?

9. If you could change one thing about school, what would it be?

10. We have _____ (weeks, months) to work on your reading. It is a great opportunity. I will work as hard as I can to make you a better reader by _____. I will expect you to do the same. If we work together we can do quite a lot. Is there anything else I need to know about you that would cause you not to be able to put out your best work in this class? Write it now.

11. How many books could you read if you did your best during this semester?

Modified from:
Nancy Angello
2/24/75

THE SRSC TEACHER'S BASIC BOOKSHELF
(To be kept at arm's length of the conferencing area)

Bond, Guy L. and Tinker, Miles A., Reading Difficulties: Their Diagnosis and Correction, second edition, New York: Appleton-Century-Croft, 1957

Burmeister, Lou E., Reading Strategies for the Secondary School Teachers, Reading, Mass.: Addison-Wesley, 1974

Cushenberry, Donald C., Remedial Reading in the Secondary School, West Nyack, N.Y.: Parker Publishing Company, Inc., 1972

Ekwall, Eldon E., Locating and Correcting Reading Difficulties, Columbus, Ohio: Charles E. Merrill Publishing Co., 1970

Heilman, Arthur, Phonics in Proper Perspective, second edition, Columbus, Ohio: Charles Merrill Publishing Co., 1968

Thomas, Ellen and Robinson, H. Alan, Improving Reading in Every Class, abridged edition, Boston, Mass.: Allyn and Bacon, 1972

Include also a few high interest books for the student who says, "I can't find a book I want to read." These may include a Peanuts book, a games and/or riddle book plus a copy of each of the two or three "hottest" titles for that month.

SOURCES OF PAPERBACK BOOKS

American Education Publications/Xerox Company
Education Center, Columbus, Ohio 43216

Bantam Books
666 Fifth Ave., N.Y., N.Y. 10019

Dell Publishing Co.
750 Third Ave., N.Y., N.Y. 10017

Denison Library Book Service
5100 West 82nd St., Minneapolis, Minn. 55437

E & R Development Co., Inc.
225 West Douglas Ave., Jacksonville, Ill. 62650

Educational Reading Service
320 Rt. 17, Mahwah, New Jersey 07430

Macmillan Co. (Readingtime Take Home Books)
23 Orinda Way, Orinda, Calif. 94563

Perma-bound, A Division of Hertzberg-New Method, Inc.
Vandalia Road, Jacksonville, Ill. 62650

New American Library
Education Dept., 120 Woodbine St.,
Bergenfield, N.J. 07621

Random House
457 Hahn Road, Westminister, Maryland

Scholastic Book Services
904 Sylvan Ave., Englewood Cliffs, N.J. 07632

Troll Associates
320 Rt. 17, Mahwah, New Jersey 07430

Viking Press
625 Madison Ave., N.Y., N.Y. 10022

READABILITY: SMOG AND FRY READABILITY GRAPH

Is the Reading Difficulty of the Material Known?

Publishers and librarians often list printed material both by interest level and by reading level (difficulty). Interest level refers to the age of the student to whom it might appeal, while reading level indicates the approximate reading grade level a student needs to have attained to be able to read the material successfully. Many times it is important for teachers to determine the level of ease or difficulty. There are several systems for this purpose, two of which are given here. They are easy to use and the results seem to be quite reliable; however, all readability scores must be considered approximations.

SMOG

1. COUNT TEN CONSECUTIVE SENTENCES NEAR THE BEGINNING OF THE TEXT TO BE ASSESSED, TEN IN THE MIDDLE, AND TEN NEAR THE END. Count as a sentence any string of words ending with a period, question mark, or exclamation point.

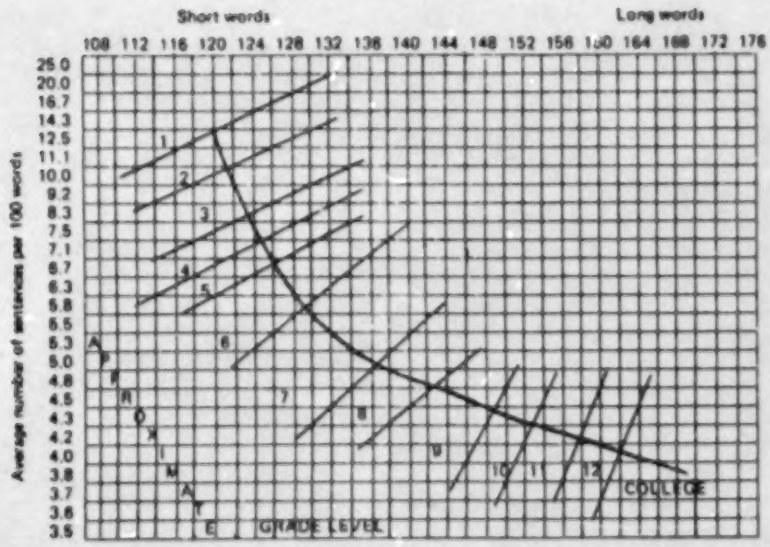
2. IN THE THREE SELECTIONS, COUNT EVERY WORD OF THREE OR MORE SYLLABLES. Any string of letters or numerals beginning and ending with a space or punctuation mark should be counted if at least three syllables can be distinguished when read aloud in context. If a polysyllabic word is repeated, count each repetition.

3. ESTIMATE THE SQUARE ROOT OF THE NUMBER OF POLYSYLLABIC WORDS COUNTED. This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100 which yields a square root of 10. If the count lies roughly between two perfect squares, use the lower number. For instance, if the count is 110, take the square root of 100 rather than that of 121.

4. ADD THREE TO THE SQUARE ROOT. This gives the SMOG score which is the approximate reading grade level that a person must have reached if he is to read the words in the text being assessed. Note that by adding "3" to the score in the SMOG assessment, it will not be usable for primary materials.

GRAPH FOR ESTIMATING READABILITY

Edward Fry, Ph.D., Rutgers University



Directions for using the readability graph:

1. Select three 100 word passages from near the beginning, middle, and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each 100 word passage (estimating to the nearest tenth of a sentence). Average these three numbers.

3. Count the total number of syllables in each 100 word sample. There is a syllable for each vowel sound; for example: cat (1), blackbird (2), continental (4). Don't be fooled by word size; for example: polio (3), through (1). Endings such as -y, -ed, -el, or -le usually make a syllable; for example: ready (2). Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per 100 words and the average number of syllables per 100 words. Most plot points fall near the heavy curved line. Perpendicular lines mark off <u>approximate</u> grade level areas.

5. In case a single article (not a book) is being assessed, three samples will not be necessary as indicated in step 1 and 2. Only one set of figures will be used instead of averages.

CLOZE: A TECHNIQUE FOR DETERMINING A STUDENT'S UNDERSTANDING

In addition to determining the approximate readability of material, which indicates whether a student should be able to pronounce the words in a passage, it is also important to decide if the student can understand the content well enough to learn from the material.

Cloze is a technique for measuring a student's comprehension of instructional reading material and may be a guide in choosing an appropriate text. The process is one of completion of a structured whole by supplying a missing part (the Gestalt concept of closure).

Test Construction

Select a prose passage from 250-300 words from the text or material that is under consideration. The material should not have been read by the student previously. Beginning with the second sentence, delete every fifth word (except proper names) and replace with blanks of uniform length (about 15 typewriter spaces). Fifty blanks make an easily scored test. Leave one complete sentence at the end unmutilated. Duplicate for student use.

Administration

Instruct the student to first try to read the entire passage to gain an overall feeling for it, then fill the blanks with words that "fit." Encourage him to guess and do not set a time limit. Tell him spelling errors do not affect his score. Help with spelling if requested.

Scoring

Count the number of responses that exactly match the original passage and divide the correct answers by the number of blanks to obtain the percentage score, or in using 50 blanks, count each correct response directly as two percent.

Interpretation

Test results may be used for several purposes: (1) to determine the student's ability to learn from the material, (2) to determine the student's reading levels (Independent, Instructional, and Frustrational), and (3) to determine the kinds of errors made for the purpose of making instructional decisions.

A score between 40-60 percent indicates that the material or text could be used for the student for his instruction. Passages from several chapters may be needed to assess a textbook. A score above 65 percent probably indicates that the material is so easy that the student is gaining little or no new information. A student using material on which he scored below 35 percent is probably able to gain little or no information from the content. A student's reading level can also be determined by use of the

Cloze precedure. Using the same process to construct tests as mentioned before, plus information regarding the readability of several selected passages, it is possible to determine some of the same information gleaned from the Informal Reading Inventory: the student's Independent Reading Level, Instructional Level, and Frustrational Level.

The criteria compare to the Informal Reading Inventory (IRI) in this way:

	INFORMAL READING INVENTORY		CLOZE
	Word Pronunciation	Comprehension	Correct Response
Independent Level	99-100%	90-100%	62% and above (approximation)
Instructional Level	95-98%	70-80%	41-61% (approximation)
Frustrational Level	below 94%	below 60%	below 40% (approximation)

In addition to the information about the student's performance using certain material, and the determination of his reading levels, the Cloze technique can also be used in diagnosis by analyzing the type of errors made. The analysis may reveal errors of many kinds, including: disregarding punctuation, disregarding tense of preceding verbs, disregarding signal words, e.g., "either," "who," etc. Some errors do not affect comprehension, others do. A diagnostician may wish to modify the scoring of the Cloze test by making a list of acceptable responses, other than those which match exactly with the original material, but which do not affect comprehension. An adjusted score may be used for these responses that do no affect comprehension, but probably indicate a need for vocabulary extension work.

CLOZE BIBLIOGRAPHY

Prepared by Robert Bortnick and
Genevieve Lopardo
Distributed at the IRA Convention in New Orleans, May, 1974

General References:

1. Bortnick, Robert & Lopardo, Genevieve S. "The Case for Cloze in the Classroom" submitted for publication to the International Reading Association, New Orleans, 1974, Nineteenth Annual IRA Convention Proceedings, and presented at the annual convention as part of Symposium, The Cloze Procedure and the Classroom Teacher

2. Klare, G. R., "The Cloze Procedure - A Survey of Research" in E. L. Thurston and L. E. Hafner, eds., The philosophical and sociological bases of reading: Fourteenth Yearbook of the National Reading Conference, pp. 133-50. Milwaukee: National Reading Conference, Inc., 1965

3. Rankin, E. F., "The Cloze Procedure -- Its Validity & Utility," O. S. Causey & W. Eller, eds., Eighth Yearbook of the National Reading Conference, No. 8, 1959, pp. 131-144

Readability:

1. Bormuth, John R., "Development of Readability Analysis," U.S.O.E. Project Report, No. 7-0052, June, 1969

2. Bormuth, John R., "The Cloze Readability Procedures," Elementary English, No. 45, April, 1968, pp. 429-436

3. Klare, G. R., "Comments on Bormuth's readability: a new approach," Reading Research Quarterly, No. 1 (4), pp. 119-25, 1966

4. Taylor, W. L., "Cloze procedure: A new tool for measuring readability," Journalism Quarterly, No. 30, pp. 415-33, 1953

Measurement & Evaluation:

1. Bormuth, John R., "Literacy in the Classroom." Paper presented at the University of Chicago Reading Conference, What Kids Do in Reading, June, 1972

2. Bormuth, John R., "Development of Standards of Readability: Toward a Rational Criterion of Passage Performance." U.S. Office of Education Project Report, No. 9-0237, June, 1971

3. Bormuth, John R. and Bortnick, Robert, "Levels of Difficulty Related to Information." Paper presented at the International Reading Association Reading Conference, Symposium II: Applications of Psycholinguistics to Key Problems in Reading Study of Literal Comprehension, Kansas City, 1969

4. Bormuth, John R., "Implications and Use of Cloze Procedure in the Evaluation of Instruction Programs," Los Angeles: University of California, Occasional Report 3, Center for the Study of Evaluation of Instructional Programs, 1967

5. Coleman, E. B. and Miller, G. R., "A Measure of Information Gained During Prose Learning," Reading Research Quarterly, No. 3, pp. 369-86, 1968

6. Klare, G. R. and Dale, L., "Cloze residual gain - a technique for measuring learning through reading," G. B. Schick and M. M. May, eds., The psychology of reading behavior: Eighteenth Yearbook of of the National Reading Conference, Milwaukee: National Reading Conference, Inc., 1969

Diagnosis & Remediation:

1. Bloomer, R. H., "The Cloze Procedure as a Remedial Reading Exercise," Journal of Developmental Reading, No. 5, 173-81, 1962

2. Bortnick, Robert and Lopardo, Genevieve S., "Informal Applications of the Cloze Procedure," submitted for publication, 1974

3. Bortnick, Robert and Lopardo, Genevieve S., "The Cloze Inventory, Experimental Edition," Chicago: unpublished, 1972

4. Jenkinson, M. E., "Selected Processes and Difficulties in Reading Comprehension", University of Chicago: unpublished doctoral dissertation, 1957

Instruction:

1. Bortnick, Robert and Lopardo, Genevieve S., "An Instructional Application of the Cloze Procedure," Journal of Reading, No. 16, pp. 296-300, January, 1973

2. Jongsma, Eugene, The Cloze Procedure as a Teaching Technique, Reading Information Series: Where Do We Go? Newark, Del.: ERIC/CRIER, International Reading Association, 1971

3. Schneyer, J. W., "Use of the Cloze Procedure for Improving Comprehension," The Reading Teacher, No. 19, pp. 174-179, 1965

IS SILENT READING PRACTICE TIME PROVIDED

From an article by: Dr. Robert McCracken, Western Washington State College
Bellingham, Washington

"The acronym USSR was developed to get attention (unfortunately it got too much attention, so we dropped the U and SSR evolved). Initially, the sustaining power was a goal to be reached through months or years of practice. We discovered that the goal can be reached somewhat instantly if SSR is viewed as a complement of a teaching program. It must be considered as a part of the reading program, however, not the total program. SSR is the drill of silent reading; it is the practice which we all know to be necessary in learning any skill. SSR requires no special machines or materials other than a timer; it requires no special teacher training or expertise.

"To initiate SSR the teacher follows six rules rigidly. The teacher may vary from the rules after the SSR habit has been established. Establishing the habit may take a few days or three or four months if the class is peculiarly reluctant. We find that varying from these rules when starting may make the program fail.

1. Each child must read silently, or else. He must interrupt no one. The implication of this direction is clearly that "I" as the teacher believe and know that you can read silently, so don't pretend that you can't. The or else is as mild or strong as necessary to convince the reluctant reader that reading is the lesser of two evils and to convince all pupils that you are very serious about the business of silent reading.

2. The teacher reads, and permits no interruption of her reading. Preferably she reads adult fare in which she can become engrossed.

3. A timer is used, an alarm clock or cooking timer, so that no one knows exactly when the time is to be up. The timer is placed so no one can see it. A wall clock does not work initially; the reluctant readers become clock watchers. If the teacher acts as the timer, pupils will interrupt to ask if time is up. Initially five to ten minutes is enough. When the timer rings the teacher may say, 'Good. You sustained yourself today. Continue reading silently if you wish.' Most of the class will choose to continue and will maintain themselves for 20 to 50 minutes more. The teacher notes their sustaining power and sets the timer forward the next day so that it almost reaches the sustained reading time of the first pupil who quit.

4. There are absolutely no reports or records of any kind. Pupils do not even keep a list of books they use. Book discussions, writing and record keeping flow naturally as sustained silent reading becomes a habit, but nothing is required initially, or the reluctant readers do not participate.

5. The student selects his own material, but the teacher has some available if the pupil says he has forgotten it. The pupil must select a single book (or magazine or newspaper). No book changing is permitted. For the reluctant reader the teacher may select the book, require what is to be read and give the child a list of questions to answer for homework. The next day he will have chosen his own book.

6. Begin with a large group of students, heterogeneously grouped if possible SSR works with classes of 90 to 100. Groups of ten or less sometimes can't get started. With two or three children and the teacher, the children feel free or seem compelled to ask for help and they expect a response.

"Every child should learn to read silently and to sustain himself in a book for a reasonably long period of time. Every child can learn this through practice and from adult example. Every child in kindergarten through high school should be required to read silently, without interruption for 30 minutes a day. He must have sufficient time to teach himself how to read, and he must drill himself until he becomes proficient.

"In our press for achievement, the importance of drill in reading has been overlooked. We behave as if we expect children to read freely at home for practice. We behave as if there is so much to teach that school time cannot be wasted on drill, and least not on silent reading drill. We equate the filling in of blanks with reading."

Editor's Note:

Teachers do apparently vary the rules expressed in the article quoted above and still experience good results. Some others also feel that the 30 minute silent reading period for kindergarten and grade one is somewhat unrealistic.

THE NEWSPAPER IN THE CLASSROOM AND ITS MOTIVATIONAL IMPACT

The daily newspaper in the hands of an imaginative, creative teacher can become a teaching tool for reading skills at all levels, from initial reading to the sophisticated comprehension skills. The "real" world is found in the ever changing content and every section has its use in teaching various reading skills. If funds are short, it is not necessary, although desirable, for all students to have the same copy. In a very short period of time a cooperative faculty can accumulate enough newspapers to augment a tight materials budget. The motivational factor is readily observable in young people who tend to avoid the traditional reading instructional materials, but will use the newspaper from the adult world.

The reading difficulty level of newspapers does vary and different sections within a particular paper vary also. The SMOG and Fry Readability Graph, page 114, can help establish these scores. In general, the sports page may be the lowest level. That is to say, if the students have been taught the vocabulary, it will be easy reading providing they have been taught such things as "to shut out" is "to defeat," etc. (Any special vocabularies can be taught using a teacher-made version of the Concentration Game, page 135.) The highest level found in most newspapers may be the editorial page or the horoscope section.

Using newspapers is an excellent way of producing cohesiveness in a classroom where individuals work alone much of the time. One example given in the Newspaper in the Classroom Summer Seminar follows:

> The students, as a group, select a date in the near future and each student and the teacher write for a different newpaper printed that day. Some dates are better choices than other. Sunday's paper is too heavy to mail and Saturday's may not have much significant news.
>
> Students will choose papers from places they've lived before, where their parents are from, from large cities, etc. A list of well-known newspapers is included, page 99. A few of the learning activities from these newspapers might be: (1) discussion and reaching consensus regarding the dates, (2) writing a letter (two letters may be needed, a preliminary one to learn if there is a charge and how much it is), (3) after the papers arrive, deciding what the big news of that day was, (4) comparing how it was treated (front page right, back page, etc.) in the various papers, and discussing why this might happen, (5) comparison of costs of used cars, or other items of interest, in the classified section, and (6) noting similarities and differences in editorial opinions. Students may need to be taught previously the key words to be able to discern fact from opinion. These six items are only the observable part of an iceberg that can be used to teach most any reading skill that an individual or group of students needs to be taught.

Included also is a list of newspapers, written in English from foreign countries, page 102. Interesting projects can be worked around them also. Old newspapers can be fun too. Consider noting what happened to a famous person on a particular day and check the horoscope to see if it matches.

Someone may need to use the library to learn the birth date. "Dear Abby" is popular, as is the style and content of Erma Bombeck.

Another very simple example of using the newspaper to teach the comprehension skill of main idea is: to select, or have the students cut articles of interest, next make envelope packets of three or four of these stories. Cut the headlines and stories apart. The object is to match the story with its headline. A key will be needed to make these "games" self-correctional. Main idea can also be taught by collecting unusual pictures, removing the captions, and asking students to write their own. Some students like to make illustrations to fit captions also.

Actually, an entire reading program (reading, writing, listening, speaking) plus vocabulary and study skills can be taught with the daily paper, a room full of suitable furniture, a chalkboard, and a creative teacher. However, very few teachers have the time to create the number of individual lessons that would be needed.

Several of the well-known newspapers in the state are publishing lessons and teachers' guides. These lessons not only teach the journalistic content of how a newspaper operates, but also decoding, vocabulary, study skills, and comprehension for students at all levels. They also sponsor Newspaper in the Classroom Seminars each summer and fall, most of which carry college credit.

In summary, the newspaper is a most versatile material--inexpensive, available, constantly changing, always relevant, of interest to everyone, and has high motivational impact!

BOYS HAVE IT TOUGHER

by

Robert Groeschell

Not too long ago I was a visitor in a new open design elementary school. As the enthusiastic principal showed us the building and its program, we entered the area designated for helping the hard to teach and hard to handle students. His expression changed. "I wish I understood this phenomenon," he said. We looked at the group of students. Of the 32 in the area, 31 were boys. Unusual? Not too much. Estimates are that the ratio (across the state) in special education classes averages four boys to each girl. But that is just the beginning. Facts show that in school you are lucky to be a girl.

Recent news indicates that sex bias in schools is toward girls. Girls suffer from inequalities in such programs as sports and career stereotyping. What about other important manifestations of schooling? For example: Since we don't hear about failure differences, is the rate of failure in school equal between the sexes? Do just as many boys drop out of school as girls? Are both sexes graded equally when achievement is equal? Are remedial reading, remedial speech and remedial hearing classes balanced in their enrollment of boys and girls? Do both sexes share equally in teacher rewards and punishments? Is achievement in learning to read equal? If disparities do exist in all of these areas, shouldn't drastic action be taken to remedy the situation?

Yes, gross disparities do exist in all these areas. In every case it is the male who suffers the most! In some cases the rates of incidence are as much as four to one. Perhaps the greatest injustice in the school setting is that despite physical, behavioral and emotional differences of the sexes, we develop policies and practices which treat all children alike.

Walter Waetjen, University of Maryland, says, "The most unequal thing that happens in our schools is that unequals are treated as equals. We know that learning proceeds according to individual differences, and it follows logically teaching must take these differences into account. In short, our schools are sex neutral institutions operating on the assumption that all persons are alike with respect to the ways in which we learn and achieve. We wish to make crystal clear our position that it makes a significant difference whether the person we are teaching is a boy pupil or a girl and that instructional provisions should be made accordingly."

Why does this researcher in sex differences take such a position? Partially because of the amount of data that is available which indicates serious differences in results of schooling. For instance, many people are concerned about the 20 to 25 percent dropout rate in Washington Schools. Last year for each 5.6 girls who left school, there were 8 boys. It is estimated that the national average is 2 to 1. While no figures are available for failure rates in Washington, a study in California reports a failure rate of 2.6 boys to 1 girl. Walter Waetjen reports that in the school district in which he once worked a study of retention showed that of 110,000 pupils, there were 1,909 cases of retention in all grades. Of these, 1,431 or 75 percent, were boys. Obviously there is a close relationship of school failure; that is, having to repeat a grade or subject, with the drastic dropping of school completely before graduation.

Many of these success/failure elements are so closely interrelated that it is impossible to locate beginnings and endings. Grading, for example. Here the sex differences and how we treat them in the school are very marked and have been accurately measured. Where examinations of grading by sexes have taken place, the results are always the same: girls get the best grades. Waetjen asks, "Why is it that boys receive a higher proportion of low grades in every level of education, whether it's elementary school, junior high school, high school, or indeed in colleges and universities? In every comparison you can make, girls as a group have a higher scholastic average than boys as a group."

Earl Hanson studied the grades of 3,000 students, elementary and secondary, comparing grades given in relationship to achievement. He found that of all students who received A and B in achievement, 48 percent of the girls were given A and B grades. Among the A and B boys, however, only 29 percent were given A and B grades.

There is an interesting study in grading in junior high math that relates to the sex of the teachers. Both men and women teachers graded the girls higher than boys, but the men teachers graded the girls even higher than the women teachers. This investigation casts doubts on the idea that men are more understanding of boys, their interests, learning styles and classroom behavior characteristics.

One question that must be raised in this regard is "why?" Why should boys receive lower grades and lesser rewards when achievement is equal? This investigator has found little direct research material but is led to speculate conclusions based on some closely related data.

There is evidence that teachers prefer to teach girls. In one study, Jo Stanchfield, Occidental College, California, reports that 70 percent of the primary teachers preferred girls. One reason seems to be that the most popular methods that schools use to teach beginning reading are more successful with girls. In addition, girls aren't likely to be aggressive and nonconforming, traits that are not assets when the environment is crowded. This position is further supported by the studies that have been conducted on pupil-teacher interaction. In examining classroom behavior of teachers, it has been discovered that boys interact more frequently with teachers, but much of the interaction is negative. In one study by Jackson, for example, on personal communication, he discovered that in the area of classroom management and control, sixth grade boys got into a least eight times more trouble with the teachers than girls.

There is also the variable of dependency versus independency of behavior. Investigations in this area tend to support the concept that boys and girls have different styles of presenting themselves as well as different sources of awareness. Boys, it is found, are more likely to look inwardly, thus deriving a more personal and independent orientation. They are more self-confident, assertive and aggressive. The female's orientation tends to be more external, more people oriented. They are not so certain about their accomplishments and their popularity means much. Popularity and conformity in school tend to be like kissing cousins.

Patricia Minuchin, researcher at Banks Street College, investigated the psychological development of children and writes, "We might note also that boys and girls generally had quite different attitudes toward school. Boys were more resistant and negative about school and education, less concerned about achievement. Girls were concerned about achievement and recognition, more positively identified with school, more apt to find the entire experience of school life more comfortable, pleasant and meaningful."

Upon examination of the behavior characteristics of the sexes, the learning styles and attitudes of students toward self and school, one is forced to this conclusion: Grades are determined by more than achievement and female behavior characteristics bring higher rewards than those practiced by the males.

Teachers are generally hesitant about stating their reactions to boys. Most believe that they are neutral, do not have a preference, that they enjoy and appreciate independence and deviant thinking. The evidence suggests, however, that schools are operated by standards reflecting a female culture and value system. Behavior standards and not learning accomplishment alone are reflected in the reward system. Girls get the best grades, are failed less often and stay in school longer.

Success in school is closely related to the child's reading ability. With a preponderance of reading as a learning activity, a child's ability to handle books becomes essential. In no area of instruction in the school is the difference of achievement more marked than in the first R. While boys score only slightly lower than girls in reading readiness tests in September, by June a noticeable gap in achievement has emerged. This gap is consistent throughout the grades. As early as the '30's, a research project conducted by St. John of 1,000 first to fourth graders showed that girls markedly excelled in reading, and that boys showed 75 percent more nonpromotions than girls.

What really caused concern of educational researchers was a project conducted with 50,000 students in 300 schools in Iowa in the '40's. Students in grades three through eight were tested by Stroud and Lindquist in reading comprehension, vocabulary, work study skill, basic language skills and arithmetic skills. They found that girls were significantly superior over boys in every category except arithmetic.

For years, the achievement disparity has been known by educators. Most frequently it was explained as a difference in maturity rates. This explanation lacks credence, however, for it ignores the fact that boys scored equally with the girls on readiness tests, that mental ages are equal, or that boys are superior in math. Upon analysis we must realize that the immaturity concept places all the blame on the child.

In 1961, Gates began to raise questions regarding the school environment and the social setting rather than maturity alone as the cause. He analyzed the reading test scores of 6,646 boys and 6,468 girls, grades two to eight. The girls' scores were significantly higher. His feelings were, however, that the poorer scores of the boys indicated an environmental rather than hereditary explanation. Research by Powell and Robinson further supports Gates' conclusion. The school setting is more conducive to helping girls achieve. For example, the teaching methods usually call for long periods of quiet, sitting behavior, a condition for which boys have a low aptitude.

The seriousness of the disparity of reading achievement cannot be underestimated. When we investigate the students who are assigned to remedial reading instruction, we find once again the 4 boys to 1 girl ratio.

So far it has been established that boys are not as successful in school in terms of grades, promotions and graduation. Further, boys are not taught to read as well as the girls, affecting their success in school in all areas where reading is necessary to the learning process. About this time we can imagine what is happening to the male's self-concepts, feelings of worth, and attitudes toward school. A loser is in the making. As a boy develops feelings or views of his world that are negative, disruptive behavior is certain to emerge.

As if these were not enough, the male has to recognize that he is also on the short end of the stick in matters of health. Frances Bentzen, writing from the Journal of Orthopsychiatry, says, "I shall establish as fact that pathological conditions, including learning and behavior disorders, are three to ten times more frequent among males than females of the same chronological age." The health factors which led to this opinion are staggering. First of all is the realization that the school girl of today will live a ten percent longer life than her male classmate (7.5 years). That is, those that have survived the prenatal period. Fetal death rates show that 78 percent of the stillborn fetuses delivered before the fourth month are male. Death rates during the first year are 56.5 percent male and 43.5 percent female. The higher mortality rate for males begins at conception and continues throughout life.

Studies by Pasamanick and his colleagues indicate that not only are there higher fetal and neonatal death rates as well as stillbirth rates for males, but that throughout life males also show higher illness rates due to brain injury. Strauss and Lehtinen, as well as a number of others, have pointed out that there is a probable relationship between the fact that many more boys than girls suffer brain injury because of the greater birth weight of males, and the fact that more boys than girls are among the firstborn.

What does this mean in terms of human functioning? Of school success? It means that the chances are boys will have more emotional and behavior problems, that problems of learning to talk will be greater, that speech malfunctions, such as stuttering will be four times greater, that vision and hearing problems will be greater. All these play a part in the boy's learning and success in school.

This single report on sex differences can hardly begin to cover the amount of material that is available providing documentation that the sexes are different in many ways. It should be apparent by this time that the schools cannot be sexually neutral any more than they can be racially neutral. If boys are to enjoy equal success in school, drastic changes have to be made.

Schools need to adopt instructional practices that are more realistic with boys' learning aptitudes and behavior patterns. A few have made notable instructional adjustments, beginning with the adoption of specially prepared reading programs that follow instructional methods which counter the traditional stereotyping of rate of maturity. They are grouping students by sex as an additional process. Whittier School of Tacoma uses special materials in its

primary grades, a variety of instructional methods which include physical involvement of the child and grouping by sex. Boys come to school an hour earlier than the girls and leave an hour sooner. Reading instruction takes places when the individual groups are present.

The results are similar to other places where the innovation has been tried. The Whittier teaching staff reports that boys work harder and feel less competitive pressure. The all-boy classes are not more difficult to manage under this arrangement. Both boys and girls have special feelings of comradeship in their groups. But most important of all, according to the test results at the end of the first grade, boys are achieving equal to the girls.

But a great deal still needs to be done, and at all levels. As it is now, the statistics are telling us a powerful message: that boys do have a tougher time.

IMPLEMENTING INDIVIDUALIZED INSTRUCTION

Not Just Individual Activity
Madeline Hunter

Can an inner-city school move from traditional graded expectations and unsuccessful learners to a program of individualized, custom-tailored instruction with increasingly successful learners without increased materials, facilities, teachers, and aids? We think it can! Such a program is developing in a Los Angeles Title I school. This program is based on the hypothesis that by adding nothing but professional competency in individualizing instruction, a greater improvement in students' learning and self-concept will be achieved than has been achieved by providing all of those additional (and costly!) factors without that increase in competence.

This is not to say that materials, facilities, professional and paraprofessional staff are not highly desirable. But those are not the critical components of individualized instruction for they all can be present to be used or abused by the professional in charge. Successful individualization is not the result of materials and schedules but emerges from professional decisions in three critical areas that have a powerful effect on success or failure in learning. These areas encompass (1) the learning task, (2) the input and output system used by the learner in an environment designed for him, and (3) the actions of his teacher which make successful learning more probable.

Many people confuse individualized instruction with individual activity. The latter implies that the learner is working by himself and consequently such activity requires special materials as well as help always available when it is needed. Individual activity may or may not be individualized instruction depending on whether or not the task, the learner's behavior and the teacher's behavior have been determined on the basis of the learner's needs at a particular moment in time. When these factors have been tailored to his needs, his instruction is "individualized" regardless of whether he is working alone, in a small group or in a large group.

Because of the misconception which is the result of focus on the modifier "individualized," much instructional efficiency and effectiveness have been lost as fortunes are spent on materials which learners use by themselves when they (with the teacher) might have realized greater learning gains by working in groups. It is important to note that students (just as you and I) are stimulated by and learn from each other. One critical factor in the individualization of instruction is the determination of whether the optional learning environment for a particular learner with a certain learning task is working by himself, in a small group, or a large group with or without his teacher. An additional individualization question to be answered is which other learners should comprise his instructional group for maximum stimulation and minimum distraction? Recent research in modeling behavior has attested to the criticality of this consideration.

Keeping in mind that difference between individualized instruction and individual activity frees us from the frenetic misplaced energy of many teachers who are attempting to run a 33-ring circus of "everybody-doing-something-different-one-to-one-tutorial-system." Under the latter system "individualized" often means little or no instruction--simply individual activity. Again we need to emphasize that the greater the repertoire of alternatives in materials, space and staff, the easier it may be to provide appropriate prescriptions.

The teacher who is focused on individualizing instruction with optional effectiveness will constantly be making decisions about (1) the learning task, based on the diagnosis of what the learner knows and what he is next ready to learn, (2) the utilization of that student's most effective learning behaviors, and (3) the determination of appropriate teaching behaviors to maximize learning. This is possible to achieve in deliberately composed large and small groups and is not dependent on special materials or a one-to-one pupil-teacher ratio.

Let us look in detail at each of these factors which comprise individualized instruction.

1. THE LEARNING TASK

In assembly line instruction, the learning task is determined by some pre-conceived criterion that may or may not be appropriate for a particular learner. Fractions are taught in the fifth grade, reading in the first, every third-grader in the third grade spelling book. These are common examples of this same-for-all assembly line decision making.

Individualization of the learning task does not mean a different task for every student but an appropriate task for each. That appropriateness is based on the fact that learning is incremental, not age or grade based. Consequently, it is essential to determine what the student has already accomplished (learned) so his effort is directed to the learning which follows. It is just as wasteful to have learners working on tasks they cannot possibly achieve as it is to waste time on something they already know.

There are two dimensions to the learning task; one that proceeds from easy to more difficult (from counting to decimal fractions), or from deciding between two choices to pursuing an interest from a universe of possibilities. The other dimension increases in complexity in the cognitive, affective or psychomotor domain (from having information to using it to solve a new problem, from listening to music to selecting particular records in free time, from catching a ball to using that skill with facility in a fast moving team game).

Teacher artistry in individualization takes both of these task dimensions into account. Decisions are made to move to the next level of difficulty for some learners and to the next level of complexity for others. Programed materials or proceeding through a book at a student's own pace individualizes the rate of progress for each learner but there usually is no accommodation for increased complexity of thought, attitudes or feelings for those for whom such an increase would be indicated.

As we speak about decisions, it is important to note that decision making by the learner also must be individualized. To have all learners make all decisions is just as rigid an assembly line procedure as to permit no learners to make any decisions. Individualization of the task of decision making results in some learners making few decisions between limited alternatives while others, ready for a more difficult task, make many decisions from a complex array of possibilities.

2. THE BEHAVIOR OF THE LEARNER

The most effective input modality varies among learners. Consequently, when all "read the page and answer the questions" an important possibility for individualization is being overlooked. Often learners are actually handicapped in their learning by being forced to use a common input activity. An outstanding example of this lack of individualization occurs as the remedial reader has trouble in science, math, and social studies because he must read to get the information. Individualized instruction would provide him, and others who needed it, with the essential information in an auditory or visual form that did not require reading, thereby enabling him to be as successful as the able readers.

Output systems also vary in terms of the learners' comfort and facility. Most learners "say it" more easily than they "write it." Some, less articulate, write more comfortably. For other learners a diagram, time line, or a diorama is more appropriate than a written account and will demonstrate possession of information and the application of concepts with equal validity.

As input and output modalities of learners are considered, there is no need to test each learner to determine his strengths and weaknesses. All modalities must be used in order that learners, through practice, acquire strength and facility with each one. The important concept in individualization is that when a learner is not "getting it" the input or output modality will be changed to increase the probability of his learning. Also when a known deficit is present, such as reading ability, that input system should not be used as an independent modality but should be paired with some assistance such as following in his own book while that material is being read aloud or by the teacher introducing the concepts first and then the student reading about the same concepts as a way of providing practice or repetition of material.

The environment in which the learner's input and output systems are being used also is subject to individualization. Some learners focus well in large groups, some even feel more comfortable when they are not so highly visible and therefore vulnerable. Other learners need the intimacy of small groups or the anxiety of knowing they will have to contribute. Some learners work well with friends, others are distracted by them. Some prefer to work alone while others are more stimulated by group effort.

The learner and his environment offer rich possibilities for individualization that are often overlooked in programs where the focus is only on what the student is learning. The important area of how he is learning it and the conditions surrounding him during that learning are potent individualization possibilities that contribute to his success or failure.

3. THE BEHAVIOR OF THE TEACHER

Successful teachers always have modified their behavior in light of the particular student and the current situation. Usually this has been done on a subconscious level. Individualized instruction requires that these teaching decisions be made consciously and reactions of the learner constantly be monitored to support or correct these decisions. A teacher will decide to offer support or "come on hard" on the basis of which action is more productive to a particular learner at this moment in time. Individualization occurs as

the teacher calls on the more able student for difficult summary response rather than letting him respond to the easy question because his was the first hand up. Urging a less able student to make the easy response, even though his hand was not up is an aspect of individualization.

The teacher who individualizes his interaction with students will consciously and conscientiously use principles of learning* which he has studied and deliberately put into practice rather than relying on intuition. Those principles of learning constitute the science of instruction. The way the teacher uses them in teaching constitutes the art of instruction.**

This sytem of three dimensional individualized instruction was developed at the University Elementary School at the University of California, Los Angeles over an eight year period and is continually being refined. Currently, individualized instruction is conducted in a nongraded, team-taught organization plan. This organizational plan is not critical to the success of individualized instruction but provides a much richer source of alternatives from which individualization can be achieved.

Each team at the University Elementary School has from two to five teachers who continually diagnose the group of learners assigned to that team in terms of each major new objective. Usually this diagnosis is accomplished by observation, diagnostic teaching and/or teacher-made assessment activities. Costly standardized tests are seldom used as they often do not yield the data necessary for instructional planning and usually such tests include much information that becomes obsolete before it can be used.

On the basis of each diagnosis, instructional groups are formed. These groups may last for a week, a month, or even two or three months--never is it a "year's sentence." Based on the learners who comprise the group and the objectives to be achieved, teaching responsibility is assigned. From then on, the teacher of each group individualizes instruction by determining appropriate subobjectives for students, the input and output systems to be used, and his own teaching behaviors which are custom tailored to the needs of the learners within this group. Often learners will be working by themselves to refine and develop their learning, but most of the input instruction is conducted in groups with the teacher consciously having modified expectations for, and responding differently to each learner. All of these instructional decisions are based on articulated principles of learning which are consciously and consistently used by teachers.

In September, 1971, this financially feasible system of individualization was introduced in a Los Angeles inner-city school, organized in the traditional graded system. The first step was to conduct inservice meetings designed to help teachers make these individualization decisions concerning the learning task, the behavior of the learner and the behavior of the teacher on a conscious rather than an intuitive level. Some teachers were already making productive decisions, although they might not know why their actions were successful.

* Madeline Hunter, Teach for Transfer, 1971; Teach More--Faster, 1969; Motivation Theory for Teachers, 1967; Reinforcement Theory for Teachers, 1967; Retention Theory for Teachers, 1967, TIP Publications, P.O. Box 514, El Segundo, California 90245

** Madeline Hunter, "The Science of the Art of Teaching," Controversy in Education, ed., Dwight Allen, Philadelphia, Penn.: W.B. Saunders Publishers, 1974

Many teachers never had the opportunity to learn how to make an initial diagnosis as well as to teach diagnostically so information continued to be refined and/or corrected and as a result learning accelerated.

These Los Angeles teachers also learned how to *implement teaching decisions* in lessons where their knowledge of principles of learning helped them in the original design as well as the "en route" modifications as learning progressed. They used the taxonomy of the cognitive domain to further individualize the learning task. All of this competency was developed through on-the-job training plus many voluntary seminars after school. These seminars usually were attended by more than half the staff.

Now, in most classrooms one will find learners working in groups at appropriate tasks in reading and math with or without a teacher. Teachers are applying their knowledge of principles of learning to help students achieve success. With increased sophistication in the teaching-learning process, decisions about individualization are being made in planning as well as on-the-spot modifications while teaching being made to accelerate each student's progress.

There has been no formal attempt to change the organizational structure of this Los Angeles school. Attempts were made, however, to match teaching style and learning style as students were placed in classrooms in September, 1972. The composition of each class also was carefully scrutinized so that each learner would be in the peer group assumed most productive for him as well as with the teacher with whom he would be most likely to succeed.

This year, as teachers gain sophistication in their decisions to custom-tailor education, several have anticipated the increased individualization possibilities of team teaching. As a result, two teams now are operating in the primary grades. Again, it should be emphasized that competence in individualized, diagnostic and prescriptive teaching preceded team teaching. Teams are not started until teachers have demonstrated their practice of diagnostic/prescriptive skills in their own classroom.

Clearly, individualization which is not dependent on materials, space or increased staff requires a steady stream of decisions made by the teacher not by a publisher or school architect. The ability to make these decisions is a learned skill that requires extensive inservice training. Once accomplished, that teaching skill does not deteriorate or wear out as do materials and buildings, but the more that skill is used the more proficient in individualization a teacher becomes. Dividends from an investment in teacher competency continue to accrue throughout each teacher's professional life. This is the real economy of such a system of individualized instruction.

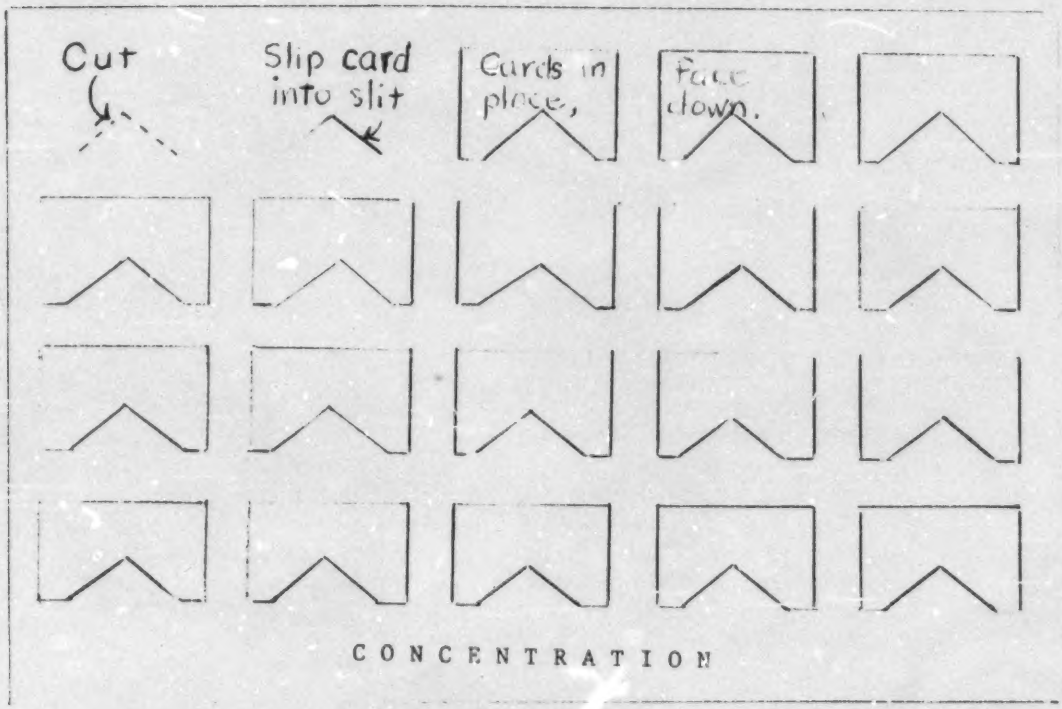
This type of individualized instruction, which results from professional decisions concerning the appropriate task, the consideration of the input and output system used by the learner and the optimum environment for that use, as well as the conscious and artistic employment by the teacher of principles of learning, can occur in any building, using any materials, in any organizational plan. Financing is required only for teachers' inservice. Again it should be emphasized that plant, materials, and school organization can provide a rich source of alternatives from which the teacher can choose but no organization or materials guarantee individualized instruction. The most critical element of individualized instruction remains the teachers' professional decisions.

Probably the most important teaching decision to be made is in the individualization of instruction that will enable the learner to more quickly, efficiently and effectively make his own decisions and become an independent learner. Individualized instruction rather than individual activity is the *fastest way to develop the self-motivated*, self-actualized, decision-making independent learner.

In these times of financial stress and tax revolt it is important that a way to improve schooling be available without the necessity of considerable resources. Individualization of instruction through teachers' competency provides such a way. Because three dimensional individualization has been articulated in the last five years, the single resource that must be available is the opportunity for teachers to learn these new diagnostic/prescriptive custom tailoring techniques. Without such an opportunity, individualization can become a costly stockpiling of materials with students grinding patiently (or impatiently) through them, assisted by a teacher who acts like a computer directing the student back to his errors or ahead to a new task.

With a teacher sophisticated in all three dimensions of individualization, materials become tools that are adapted and custom tailored. Then they are added to the individualization of the student's input and output systems in an educational environment custom tailored to promote his potential and maximize his learning.

CONCENTRATION GAME



Uses

This instructional game can be made with any even numbered set of cards, depending on the difficulty that is desired and the length of time allotted to play. It can be used to teach capital and small letters, sight words, contractions, synonyms, antonyms, prefix and suffix meanings, math facts, and other information. It can be used from kindergarten to grade twelve in any discipline where drill is necessary. Some examples of cards might be:

do not	don't	I will	I'll	can not	can't
small	tiny	frosty	frozen	nestle	cuddle
con-	against	bi-	two	tri-	three

Other suggestions for secondary students follow.

Suggested size:
15 x 22 inches.
Cards: 2 x 3 inches.

Note: Young children use fewer cards, perhaps 4-6 pairs.

Directions for Play

Most students know this game from the television version and there may be many modifications. These directions are only meant to be a "starting place."

(1) Begin by grouping 5-8 students together who have a particular instructional need. They may play individually or as teams.

(2) Select a leader and give that student the set of appropriate cards and the laminated answer key (from a three-ring binder or other file system).

(3) The student leader will place the cards in random order, face down under the cut slits on the game board.

(4) The first player says, "I want to see numbers 7 and 16" or whatever numbers chosen.

(5) The leader reveals the two cards and if they are not a "pair," replaces them face down after the students have had a few seconds to try to memorize their positions on the board.

(6) Play continues to the next player until a "pair" or match is revealed. That student gets a point and another turn. Cards that are "paired up" are kept by the leader, and disagreements are settled by the "key."

(7) Continue until all cards are paired.

(8) Student or team with most points wins.

Note: Instruction may be individualized by grouping students by skills needing to be learned, and by having several game boards in use at a time. This game can also be used by the observant teacher as an evaluation tool to occasionally replace paper and pencil tests.

SUGGESTIONS FOR CONCENTRATION GAME
CARDS FOR AN SRSC

Numerical and other Prefixes

Prefix	Meaning
demi	half
semi	half, partly
uni	one, single
bi	two, twice, doubly
di, du	twofold, double, twice
tri, ter	having three parts, three times, in three, every third
quad, quar	four, fourth
quin, penta	five
sex, hex	six
sept	seven
octo	eight
non	nine
dec, deca	ten
poly	many
multi, multo	much, many
prim	first
solo	only, alone
tot	all
mono	single, one
pan	whole, all
med	middle
kilo	a thousand
cent	a hundred
milli	a thousand

SUGGESTIONS FOR CONCENTRATION GAME
CARDS FOR AN SRSC

Latin Roots

Root	Meaning	Illustrative Word
aqua	water	aquatic
audio	to hear	audience
bene	well	benediction
cor, cordis	heart	cordial
corpus, corporis	body	corporal
credo	believe	credit
deus	God	deity
dominus	lord	dominate
ego	I, myself	egotist
facio	to do or act	fact
filius	son	filial
frater	brother	fraternal
ignis	fire	ignition
jungo, junctum	join	junction
locus	place	locate
loquor	speak	loquacious
mitto	send	remit
mors, mortis	death	mortal
multis	much, many	multiply
omnis	all, entire	omnipotent
pater	father	paternal
pes, pedis	foot	centipede
pono	to place	position
potier	to be able, strong	potential
porto	carry	portable
primus	first	prime
pugno	to fight	pugnacious
scribo, scriptum	write	script
socius	friend	social
solus	alone	solo
totus	entire	total
utilis	useful	utility
verto, versum	to turn	convert
via	way	viaduct
video, visum	to see	visible

SUGGESTIONS FOR CONCENTRATION GAME
CARDS FOR AN SRSC

Partial List of Homonyms

air	bell	bury	doe	gnu	isle
heir	belle	berry	dough	knew	aisle
ale	bin	by	earn	great	knows
ail	been	buy	urn	grate	nose
all	birth	cannon	ewe	grown	leak
awl	berth	canon	yew	groan	leek
altar	blew	carrot	eyelet	guild	led
alter	blue	carat	islet	gild	lead
arc	bole	cellar	fair	hail	lei
ark	boll	seller	fare	hale	lay
	bowl				
ate		chews	feet	hare	lesson
eight	bore	choose	feat	hair	lessen
	boar				
aye		close	fir	haul	liar
eye	bored	clothes	fur	hall	lyre
	board				
bail		colonel	flee	heart	load
bale	born	kernel	flea	hart	lode
	borne				
bail		core	flew	heel	lone
bawl	bow	corps	flue	heal	loan
	beau		flu		
baron		course		here	loot
barren	bow	coarse	flour	hear	lute
	bough		flower		
base		creek		him	lye
bass	boy	creak	fold	hymn	lie
	buoy		foaled		
bate		crews		hoard	maid
bait	brake	cruise	fore	horde	made
	break		four		
bazaar		cue		holy	male
bizarre	braze	queue	foul	wholly	mail
	braise		fowl		
be		current		horse	mane
bee	breach	currant	fourth	hoarse	main
	breech		forth		
beach		dear		hour	marry
beech	bridal	deer	gamble	our	merry
	bridle		gambol		
bear		die		hue	maul
bare	broach	dye	gate	hew	mall
	brooch		gait		
beat		do		idol	maze
beet		dew	gauge	idle	maize
			gage		

meet
meat

metal
mettle

might
mite

minor
miner

morn
mourn

need
knead

night
knight

no
know

none
nun

not
knot

oar
ore

one
won

pair
pear
pare

palate
pallet

pale
pail

pane
pain

patients
patience

paws
pause

pearl
purl

peddle
pedal

peel
peal

piece
peace

pier
peer

plane
plain

plum
plumb

pole
poll

pray
prey

rabbit
rabbet

rack
wrack

rain
rein
reign

raise
raze

rap
wrap

read
reed

real
reel

red
read

right
write

ring
wring

rode
road

roll
role

root
route

rows
rose

ruff
rough

rung
wrung

sale
sail

seam
seem

sear
seer

see
sea

seen
scene

sell
cell

sent
cent
scent

serial
cereal

sight
site
cite

sign
sine

signet
cygnet

shoe
shoo

slay
sleigh

slight
sleight

so
sow
sew

soar
sore

son
sun

soul
sole

stare
stair

stationery
stationary

steak
stake

steal
steel

strait
straight

sunny
sonny

surf
serf

tale
tail

taught
taut

tax
tacks

tea
tee

team
teem

there
their

threw
through

time
thyme

toe
tow

two
to
too

vale
veil

vein
vain
vane

wait
weight

waste
waist

wave
waive

way
weigh

wear
ware

week
weak

whole
hole

wood
would

PREPARATION AND USE OF AN INFORMAL READING INVENTORY

Purpose

An Informal Reading Inventory (IRI) provides the teacher with particular information regarding an individual student's ability to read and understand a specific text and/or other written material of known difficulty, see Readability, page 113; that is to say, the purpose is to "match" the student with suitable material from which to learn.

What is an IRI?

An IRI is a classroom or reading lab procedure used to determine what difficulty of material an individual student can be expected to read, understand, and recall.

How is the Accumulated Information Organized?

There are three or four defined levels: the independent, instructional, frustrational, and listening (optional). At the independent level, the student is able to pronounce 98-100 percent of the words correctly and comprehend at least 90 percent of the concepts. The instructional level requires 95-98 percent correct pronunciation and at least 75 percent comprehension. If the student can call fewer than 94 percent of the words and cannot comprehend at least 70 percent of the ideas, the frustrational level has been reached. Some reading instructors also include the listening score as a clue to a student's reading potential. This is the level at which the student can comprehend 75 percent of the material if it is read to him/her.

What is Needed to Administer an IRI?

The IRI is given individually using a set of selections of from 300-500 words in length of known difficulty, see SMOG or Fry Readability, page 113, which may be taken from any content area but should not have been actually read by the student previously. The teacher will need selections of interest to secondary students at every level, perhaps from grades 3 to 14. For each selection, a motivational or readiness statement must be prepared as well as comprehension and vocabulary questions. The readiness statement "sets the stage" for the reading of the selection. The student should not be asked to begin reading "cold" with no introduction to the content. Questions (at least 10 for every 300 words) should be written to ask: (1) literal questions--those whose answers are specifically stated in the selection, (2) inferential questions--those which require "reading between the lines," (3) evaluative questions--those that require the student to make judgments regarding the information stated, such as the author's intent, the validity of the selection, its propaganda value, etc., (4) creative questions--those that require the student to enter into the situation and respond as to what he would have done or how he would have felt, and (5) actual words in the selection should be checked for accuracy of meaning. Most teachers, as a time saver, use

graded word lists to help determine where to start with the student instead of beginning at grade three material and proceeding to all levels, see Quick Check Reading Words, page 143.

Procedures for the Teacher

1. Explain the purpose of the testing.

2. Determine where to have the student start reading the graded selection by using the word lists. To begin, drop back to a level where success will be assured.

3. "Set the stage" for reading passage.

4. Have the student read orally and note the pronunciation errors on a separate copy. Some teachers record this reading on tape and mark errors later. For secondary students, in counting errors, do not count errors that the student immediately corrects, very small words, i.e., a, the, as, etc. or common words whose omissions do not affect the sense of the passage. When a word is mis-called more than once, count it as one error only.

5. Direct the student to reread the passage silently. This is especially important for secondary students. Some teachers provide two selections for each level, one for oral reading and one for a silent comprehension check.

6. Ask the comprehension questions and calculate the percentage for comprehension and pronunciation.

7. Proceed until the frustrational level is reached.

8. Note, at every level, signs of tension.

QUICK CHECK READING WORDS
(Modified from Auburn School District Materials)

The following is an oral screening device for use in classrooms or reading centers. A teacher can estimate a reading level and gain some knowledge of the student's word attack skills in a matter of a few minutes. The student reads the list of words. The teacher notes the substitutions made. Three errors on a list indicate frustration level. Drop back two levels to start the reading selections for an Informal Reading Inventory (IRI).

PP*	Primer	1	2
see	you	road	our
play	come	live	please
me	not	thank	myself
at	with	when	town
run	jump	bigger	early
go	help	how	send
and	is	always	wide
look	work	night	believe
can	are	spring	quietly
here	this	today	carefully

3	4	5	6
city	decided	scanty	bridge
middle	served	business	commercial
moment	amazed	develop	abolish
frightened	silent	considered	trucker
exclaimed	wrecked	discussed	apparatus
several	improved	behaved	elementary
lonely	certainly	splendid	comment
drew	entered	acquainted	necessity
sense	realized	escaped	gallery
straight	interrupted	grim	relativity

7	8	9	10
amber	capacious	conscientious	zany
dominion	limitation	isolation	nausea
sundry	pretext	molecule	gratuitous
capillary	intrigue	ritual	linear
impetuous	delusion	momentus	inept
blight	immaculate	vulnerable	legality
wrest	ascent	kinship	aspen
enumerate	acrid	conservatism	amnesty
daunted	binocular	jaunty	barometer
condescent	embankment	inventive	obtuse

Criteria for placement (estimation)
2 errors - instructional, 3 errors - frustration
Exception - students will make 3 errors on several levels

*The approximate difficulty of each list is given for the teacher's information. The copy from which the student reads should not include the grade designation.

CONFERENCE EVALUATION GUIDE

The comments on each Conference Evaluation should reflect your answers to the following questions.

OVERALL RAPPORT - Generally, did the student feel at ease during the conference? Did he answer questions openly, or was he hesitant? Do you feel that you were aware of his feelings, changes in mood, etc.? Did your response put him at ease during the conference? Did he leave with positive feelings about his conference with you?

1. Opening the Conference - What did you say or do to make the student feel at ease at the beginning of the conference? How did the student respond?

2. Maintaining the Conference - What did you say or do to encourage the student to express his ideas, feelings, and opinions about his reading? How did the student respond?

3. Closing the Conference - What did you say or do to end the conference on a positive note? How did the student respond?

OVERALL USE OF TAXONOMY - Generally, did your coverage of the taxonomy enable you to determine the student's level of comprehension? Were your questions formed so that the student understood them and could give a complete response?

1. Taxonomy Coverage - Did you touch on each level of the taxonomy? Which level or levels received thorough coverage? Why? Which level or levels received little or no coverage? Why?

2. Quality of Questions - What type of questions did you ask? Was the student able to respond with a "yes" or "no" or did he present information, ideas, feelings and opinions? Did student responses reflect an understanding of the questions? At which level or levels do you feel that you asked clear, concise questions? At which level or levels do you feel that you need practice in formulating clear, concise questions?

EVALUATION OF STUDENT RESPONSE - Generally, was some determination made of student's strengths and weaknesses in comprehension? Were goals set to remediate or enrich comprehension skills? Was a plan made for the next conference? Who made these decisions, the student, you, or did you derive them together?

1. Diagnosis - Who determined the student's strengths and weaknesses in comprehension? List strengths and weaknesses.

2. Prescription - Who determined goals and/or activities to solve the reading problem? What are the goals? What was assigned?

3. Follow-up - What plans were made for the next conference? What will be covered? Who made these plans?